DOCUMENT RESUME

ED 248 032 PS 014 520

TITLE Working Parents Project. Annual Report.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 30 Dec 83
CONTRACT 400-83-0007
NOTE 172p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Anglo Americans; Blacks; Conferences; Divorce; *Educational Experience; Elementary Education; Elementary School Students; *Ethnic Groups; Information Dissemination; Interviews; Mexican Americans; *Mothers; Networks; *One Parent Family; *Parent Participation; Policy; Questionnaires; Social Support Groups; Work Environment

ABSTRACT

The major part of this report describes the method and findings of a study of work and family life in a sample of 30 Anglo-, Black-, and Mexican-American single-parent (divorced) families. A qualitative approach based on two semistructured interviews with each family was used to explore the effects of workplace policies and social support networks on the ability of single divorced mothers to become involved in the education of their elementary-age children. The families were recruited through their workplaces: the local phone company and several large banks. All the women worked in traditionally female, clerical, white-collar jobs that did not require more than a high school education. Findings concerned the following: mothers' involvement in the education of their children; divorced mothers' social support networks; mother-child relationships in single-parent families; and post-divorce family relationships. Additional goals of the Working Parents Project included networking and dissemination activities, which culminated in a regional mini-conference called "Strengthening Supports for Dual-earner and Single-parent Families." This conference gathered researchers, service providers, and advocates from a six-state region. The report includes a description of the conference proceedings and a summary of evaluation data collected from conference participants. Appended are interview schedules, coding categories, and other related matherials. (Author/RH)

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ANNUAL REPORT

WORKING PARENTS PROJECT (WPP)

Division of Family, School and Community Studies (DFSC)

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In Compliance with Contract No. 400-83-0007, Project No. P-3

Funded by: National Institute of Education (NIE)
Washington, DC

Project Period: December 1, 1982 through November 30, 1983

PS 014520

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This report and the work upon which it is based was conducted pursuant to NIE Contract No. 400-83-0007, Project P-3. The contract funds were provided by the National Institute of Education (NIE) to the Southwest Educational Development Laboratory (SEDL), a private non-profit institution. Opinions expressed in this report do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

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ABSTRACT

The major part of this report contains a description of the method and findings of a study of work and family life in a sample of 30 Anglo, Black, and Mexican American single-parent (divorced) families. A qualitative approach based on two (2) semi-structured interviews with each family was used to explore the effects of workplace policies and social support networks on the ability and availability of single (divorced) mothers to become involved in the education of their elementary school-age children. The families were recruited through their workplaces--the local phone company and several large banks. All the women worked in traditionally female, clerical, white-collar jobs, which did not require more than a high school education.

Additional work of the Working Parents Project includes networking and dissemination activities which culminated in a regional mini-conference on "Strengthening Supports for Dual-earner and Single-parent Families." This conference gathered researchers, service providers, and advocates from a six-state region. The report includes a full account of the conference proceedings and a summary of the evaluation data collected from conference participants. The Conference Proceedings are available as a separate document.

Findings from the research and from the conference discussions form the basis for a set of alternative practices and policies recommended for implementation by employers, schools, and communities.

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I. INTRODUCTION

A. RATIONALE

A significant change in American society has been taking place. It affects the majority of our social and economic institutions, and, in particular, families and schools. Increasingly, women are either working or looking for work outside the home.

In 1890, about 3.7 million women were in the labor force, a rate of participation of about 18 percent. Since 1947, the rate of participation in the labor force by women has steadily increased, but the rate of increase has been significantly faster for married women. In the last decade, this rate has been even faster for mothers (Smith, 1979).

During the 1970's, mothers' participation in the labor force increased even faster; by March of 1979, 16.6 million, or 54 percent of the women with children under 18 years of age were working or looking for work. Of these working mothers, 23 percent were divorced, separated, widowed, or had never been married. Divorced mothers were more likely than other mothers to be working or looking for work--79 percent did so in March 1979 (U.S. Department of Labor, 1981).

The influx of mothers joining the labor force in the seventies occurred both among those mothers with school-age as well as among those with preschool-age children. In 1970, 52 percent of mothers with children six to 17 years old and 32 percent of those with children under age six were working or looking for work; by March of 1979, these figures had increased to 62 percent and 45 percent respectively.

A more striking change taking place during the seventies was the sharp rise in the number of working women who had the principal responsibility for the maintenance and welfare of their own families--from five million in 1970 to 8.5 million in 1979, a 42 percent increase in less than a decade. An even more striking increase is the increase in female-headed families with children under 18 who were working or looking for work--from 1.7 million to 3.5 million, an increase of over 100 percent in nine years. The labor force participation rates for mothers maintaining their own families was higher for those with school-age children (72 percent) than for those with children under six (56 percent) (U.S. Department of Labor, 1981).

The impact of these facts on family life and on the education of children is still in the early stages of study and discussion by researchers, policy makers, and employers. Concern at the national level about increasing the accountability of both government and industry with respect to the impact of their policies and proce-

dures on family life transcends partisan politics. This concern has been articulated by the administrations of both President Carter and President Reagan. Much of this concern emerged from regional and national White House Conferences on Families, and became a major issue for participants from the entire range of political viewpoints.

The 1980-81 General Mills American Family Report found in a national survey that 85 percent of family members in a national survey approve of the idea of employers making it easier for working parents to arrange their jobs and careers around their children (General Mills, 1981).

Research also has begun to reveal that the dual-career/ dual-earner family and the single parent family are facing special stresses resulting from changing family roles, inflation, and the changing structure of the job market. Often, the greater burden of this stress falls on working mothers (Hoffman & Nye, 1974; Smith 1979).

To more fully understand the effects of these changes on families, several major social science research institutions are beginning efforts to explore policy issues related to families. The Russell Sage Foundation has recently announced that the study of ways American institutions are adapting to changes in the traditional roles of men and women will be a priority for future research. The Carnegie Corporation is interested in organizational responses to family concerns, while their Early Childhood Program currently is focusing on issues related to the ways private and governmental policies affect parents and children.

In addition, the Texas Council on Family Relations adopted the topic of working parents, workplaces and families as the main theme for their 1982 annual meeting. The Foundation for Child Development in New York is encouraging work in the area of corporate policies and their effects on child development.

The recognition by Secretary of Secretary Terrel Bell of the importance of parental involvement as a key element in the process of improving schools and improving the quality of education, highlights the significance attached to the impact on education of changes in family structure and changes in the characteristics of the labor force. Recognizing the need to understand the impact of these broader societal changes on individual families and to explore their implications for education, the Working Parents Project (WPP) has been engaged now for over two years in a study of the interrelationships between work and family life in families where both parents work full-time outside the home.

The focus of this research has been on how families adapt and function in relation to workplace policies which affect their

availability to participate in the tasks and responsibilities involved in maintaining a household. Particular attention has been paid to the participation of the parents in child care and socialization, including participation with their children in education-related activities.

The work reported here builds on the previous data from the Working Parents Project by expanding the sample of dual-earner families to include a comparable number (30) of single-working-mother families. The focus of research with this sample has been on the processes linking workplace policies and the social supports available to the single mothers with participation by single mothers and by other adults in the formal and informal educational experiences of elementary school-age children.

In addition to the research activities, during the last year a significant Project effort has been made to lay the groundwork for translating research findings into concrete suggestions for programs and policies that schools, workplaces, and agencies can implement to assist working parents. The Project has begun to identify researchers, practitioners and advocates who are active in the area of work, schools, and the family so that the in-house research can be used during 1984, in conjunction with other research findings, to assist ongoing programs in the region. This process of identification of relevant projects and researchers has enhanced the project's normal networking and reporting of research-in-progress.

By 1984, a network of individuals, agencies, and organizations will have been identified to help implement a plan of selective dissemination of information to those individuals and agencies in positions to effect change. The most effective formats for this sharing of information and skills will be identified and used to maximize the utilization of knowledge produced by WPP and other research projects. Exemplary programs, policies and procedures will be highlighted in order to achieve the greatest involvement of parents, schools, businesses, and other agencies and organizations who have an interest in quality education for all children--referred to as "stakeholders" in our institutional planning activities.

B. A BRIEF LOOK AT RECENT LITERATURE AND OUR PREVIOUS WORK

In the comprehensive review of the literature on work and the family presented in the original proposal for research on dual-earner families (Family and Community Studies FY81 Revised Research Plan, 1980), it was pointed out that much of this research tended to focus on statistical relationships. This included indicators of husband's or wife's job status or income related to variables such as marital adjustment, power relationships, role strain, sex role orientation, etc. Furthermore, the primary theoretical orientation

for much of this research was exchange theory which restricted the attention of researchers to power relations and the impact of various resources (e.g., income and social prestige) brought into the family by the wife's job.

The Working Parents Project proposed to broaden the research perspective on both work and family variables by using a systems approach in analyzing parents' views concerning the nature of their employment (supervisory styles, schedules, leave policies, salary, benefits, and promotion, etc.) and the nature of their family lives, especially the care and education of the children and the allocation of responsibilities. The belief was that in-depth research was needed on the processes by which jobs interrelate with parents' attitudes and activities at home, in order to better understand inconsistent and contradictory research findings regarding maternal employment and its effects on children and their families.

The difficulties encountered by researchers attempting to summarize and interpret the accumulated findings on the effects of maternal employment on children are best exemplified by a series of reviews undertaken by Nye, Hoffman and, their colleagues (Nye and Hoffman, 1963; Hoffman and Nye, 1974; Hoffman, 1979; Rallings and Nye, 1979; Hoffman, 1980). In their 1963 review, Nye and Hoffman concluded that, unlike the prevailing opinion of social commentators and other observers at that time, there was no solid evidence that maternal employment led to the many negative consequences attributed to it.

A decade later, in their 1974 review, it had become clear that the effects of maternal employment depended on a host of intervening variables seldom studied or taken into account in the interpretation of results. Among these variables, Hoffman noted as most salient mother's marital status, her social class, ethnicity, the nature of her employment, and the number and sex and ages of her children.

The Working Parents Project concentrated on the delineation of processes whereby parents, individually or together, were affected by their respective jobs. Focus also has been upon some other aspects of the family situation that parents face which appear to affect the way parents respond to their children.

Results of preliminary analyses indicate that with our subjects, the stress generated by mother's job and by her own assessment of her ability to meet her parenting responsibilities is closely related to the support and help she receives from her employer and supervisors, other family members, friends, and child care providers. In particular, the impact of high work pressure and rigid leave policies of mothers' jobs on the reported quality of their family lives appears to have been mediated by the willing-

ness of their husbands to share significant responsibility for the care and socialization of their children.

A preliminary typology of families interviewed in the first year's sample describes the following three possible responses to the dual-earner situation on the part of parents:

1. Togetherness Response - Fathers and mothers adapt their images of the family to the realities of the job schedules, leave policies, and work pressure of both spouses. This is associated with increased father participation in the care and socialization of the children, as well as a greater emphasis on increased responsibilities of children at home, encouraged independence in the children, and less expressed anxiety about parenting on the part of mothers. Themes of family togetherness and unity predominated in these interviews.

2. Conflict Response - Fathers and/or mothers retain images of family life which do not fit their current situations (for example, one or both partners actively disapproves of the mother working outside the home), or the spouses hold markedly divergent images of how family life should be. This is associated with relatively little participation on the part of the father in child care and socialization, high levels of tension and guilt on the part of mothers regarding insufficient time spent with their children, in some cases reported conflict with children, and poor performance or problem behavior at school in at least one child of the family.

3. Father Absent Response - Father takes on extra jobs in the desire to better provide or to build a business or a career. Due to extreme involvement of father with his own work/jobs, he is virtually absent from much of family life, leaving the children as the sole responsibility of the mother. This is associated with a tendency for mothers to report greater emotional involvement with offsprings and a peer-like relationship with elementary and secondary school-aged children, including a very active involvement with their educational activities.

The variability in the response of families which are relatively homogeneous in terms of education, income, job characteristics, family size, etc. to the conditions of their dual-earner circumstance supports the point made consistently in the research literature on working parents, i.e, it is the intervening variables, conditions, and processes relating work status to child outcomes which need to be explored in future research.

As a result of the preliminary analysis of the first year's data from the Working Parents Project, it has also become clear that in order to assess the impact of significant workplace policies on family life and child outcomes, these policies must be examined as they interact with various aspects of family organiza-

tion and the source and type of help which mothers receive in the rearing of their children.

In the sample of dual-earner families interviewed, family finances were stable and the standard of living comfortable because two parents had been working full-time steadily throughout the marriage. The ability of one or both parents to put the needs/desires of their children above the demands of their job depended on the opportunities that the presence of a spouse provided. For example, if a child was sick and one spouse could not leave the job, the other often could take short-term leave and thus provide relief as caretaker. Often parents spoke of their limitations in providing help with one academic area or skill and the fact that the other spouse provided complementary skills. This led to specialization in the encouragement of skill acquisition by the children, with one parent emphasizing sports, for example, while the other concentrated on school work.

There is abundant evidence that socio-economic variables are important measures of families' general circumstances as they affect children (Herzog and Sudia, 1973). In a review of research on "father absence and children's cognitive development," Shinn (1978) concludes that the effects of the decrease in income commonly associated with father absence have an impact on children's performance, an important factor which is independent of the absolute level of income. In intact families with low-availability fathers (usually due to their jobs or professions), children's cognitive test performances have suffered independently of the income variable (Blanchard and Biller, 1971). However, some studies of children reared by extended kin, in comparison to children from intact families, have shown that they perform better in cognitive tests, presumably due to greater attention devoted to children by caretakers (Solomon, et al., 1972). This may be a factor associated with ethnic/cultural variation, as indicated by much research on Black families which are generally characterized by higher rates of single parenthood and informal adoption of children by extended kin (Stack, 1974; Savage, et al., 1976; Aschenbrenner and Carr, 1980).

Most recent discussions of the literature regarding effects of father absence on children stress the importance of controlling for reasons for such absence, because findings indicate that the psychological effects on children vary depending on whether their fathers died, were separated from, divorced, or never married their mother (Blechman, 1982; Kitson and Raschke, 1981; Levitin, 1979).

Reviewers of research cite findings which indicate that the level of income for a single mother influences her ability to cope and her relations with her children. Other factors are the number of her children, the nature and availability of her social support network, and the circumstances surrounding the divorce (Blechman,

1982; Kitson and Raschke, 1981; Levitin, 1979; Coletta, 1979; McLanahan, et al., 1981).

The psychological well-being of a mother undergoing divorce/separation has an important effect on the child's adjustment (Levitin, 1979). Another important factor, the nature of the continued relationship with the non-custodial parent (for both mother and child), should be taken into account in examining the effects of divorce on children, and especially in atempts to draw conclusions about the relationship between the single (divorced) parent status and working conditions of the mother.

While studies of divorce and its effect on children have often used measures of cognitive skills or development as outcomes of interest, until recently little research attempted to explore in-depth the functioning of the families of divorced mothers, or to explore the aspects of family relationships which could be related to the mothers' work conditions.

Two benchmark studies in the field of divorce and children were conducted in the 1970s. They looked at family functioning after divorce, including child rearing/parenting responses of the parents. They also examined the relationships of these processes to child outcomes in affective, cognitive, and socio-psychological development.

Hetherington, et al. (1976, 1978, 1979) provide evidence of severe stress for families in the year following divorce, but found that, in general, the most severe effects of divorce on children and their parents had abated by their follow-up interview two years later. Their results indicate that a low conflict relationship between divorced parents, and their agreement about child rearing, are associated with lessened stress for the children.

Wallerstein and Kelley (1974, 1975, 1976, 1977) had similar findings, stressing the importance of good relations with the non-custodial parent, the mental health of the custodial parent, and the social support network as significant to children's outcomes. In addition, their research stressed the varying responses of children depending on their ages--the older the children, the more varied the mechanisms available to them for handling their feelings.

In addition to research which identifies the factors which mediate the negative impact of divorce, there is some in-depth research which has begun to explore the ways in which parent/child relationships develop in post-divorce households, and to explore the implications of the relationships for children's functioning outside the home.

Weiss (1979) noted the tendency of single parents to give children greater responsibility in the running of the household and generally in taking care of themselves. Weiss speculated that negative effects on personality and psychological adjustment may be felt more often by pre-adolescent children in single parent families who did not receive enough nurturance at important ages.

Hess and Camara (1979) examined family processes as they relate to family structure. They compared the social and school behavior of young children from intact and divorced homes, and found that there was greater variation among the children within groups (intact home group and divorced home group) than between groups. They found that rather than correlating with family structure, different patterns of children's behavior were correlated with measures of parent-child interaction. Positive relationships with both parents were associated with the most desirable outcome measures for children in divorced families, and positive relationships with one parent also appeared to greatly mitigate the negative effects of divorce on children.

The findings to date of the WPP's research on dual-earner families are similar in some respects to The Hess and Camara findings. As previously noted, the types of responses to the stresses families face, in the form of family organization and parental relationships with elementary school-aged children, varies within our sample, even though the sample is relatively homogeneous in terms of income, number and ages of children, mother's education and job situation. It is hypothesized that the effects of the dual earner status on children are mediated by these various responses.

By adding to the sample of thirty (30) dual-earner families, an equal number of divorced working mother families, the Working Parents Project makes a valuable contribution to the literature. As Kitson and Raschke (1981) point out in a recent review of research, one of the major methodological problems with research on divorce is the absence of comparisons with similar samples of intact families. In addition, they note that little research has been done comparing adjustment patterns of families to the divorce situation in different ethnic/cultural contexts. Hoffman has made the same point in her extensive review of the literature on working mothers (Hoffman, 1980).

The focus of the study reported here is on the delineation of family processes which appear to link certain policies of the mothers' workplaces and aspects of the social and financial supports available to mothers (including relations with ex-spouse) to parental and other adult participation in educationally relevant activities of the children, both at home and at school.

The Working Parents Project findings add to the growing body of research-based knowledge. The next step for the Working Parents

Project is to translate empirical findings into concrete policy recommendations and sound practices that can be implemented by schools, workplaces, and working parent families themselves. Although working with a limited sample, the research findings have detected clear differences between teachers and between schools with respect to the ways schools relate to the needs and concern of working parents. Workplace policies and practices also vary among the more than 30 employers of the mothers and fathers already interviewed.

As a result of project efforts to date, the researchers have become aware of and have exchanged information, papers, reports, bibliographies, etc. with a growing number of individuals and agencies who have a stake in the successful functioning of working parent families. These networking activities will provide access to other research with which to compare research findings. Furthermore, contacts have been made with practitioners and advocates who are actively involved in the needs assessments, program development, implementation, evaluation and dissemination of programs and activities designed to assist working parents. These activities will increase and become an integral part of the work during the 1984 phase. Contacts with other family researchers, practitioners and advocates will enhance staff skills and knowledge. This will enable WPP staff to play a more active role in assisting local, state and regional efforts aimed at supporting family participation in the care and education of children.

C. WORKING PARENTS PROJECT GOALS -

The Working Parents Project was conceptualized as being organized into two concurrent activities: (1) a research component, the major activity, and (2) a networking and dissemination component, a minor activity. These two strands are intimately connected, since both address the needs and concerns of working parents. The first seeks to generate knowledge about the interrelationships between work and family life, and the second seeks to identify institutions, agencies, and programs which have a significant effect on the work and family lives of the people they touch. Research findings should point to areas in which changes can be made by people, institutions, and agencies, to promote the well being of families and children.

The goals and objectives for the Project were stated in the proposal as follows:

1. Goal 1: To expand the research base accumulated on work and the family in two-parent families by adding information about work and family life in single-parent families, with a focus on divorced working mothers of school-aged children.

Objectives

1) Objective 1. To study the influence of workplace policies on mothers' ability and availability to participate in the care and education of their children with a sample of 30 single-parent working families.

2) Objective 2. To compare findings from study of single-parent working families with those obtained from the study which focused on two-parent working families.

3) Objective 3. To synthesize findings from the two studies of the impact of workplace policies on the participation of working mothers and their families in the care and education of their children, and to derive alternatives for policies and practices for employers, schools, and families based on those research findings.

2. Goal 2. To establish linkages and networks with other researchers and practitioners active in the area of work, education and family programs, as a means of laying the foundation for application of research findings to enhance the effectiveness of working parents, schools and employers.

Objectives

1) Objective 1. To exchange information about research and programs underway in the state, the region and the nation with researchers, school administrators, educators and employers.

2) Objective 2. To identify specialized networks, newsletters and other publications in the SEDL region which have a focus or a concern with working/single parents and education.

Subsequent discussions with the Project Officer led to a revision of research objectives and a further refinement of the research questions. First, it became apparent that the timelines needed for data collection and analysis with the sample of single (divorced) mothers would not permit a comparison with the data from the dual-earner families, or a synthesis of the three phases of research as it was stated in the proposal. These tasks were moved to the scope of work for FY84. The research questions and the kind of data to be collected were adjusted to eliminate attempts to gather standardized school achievement data for the children. The small number of families and children involved would have precluded any quantitative treatment of such data. These changes are reflected in the statement of the research questions which follows in the next section.

II. RESEARCH COMPONENT

A. INTRODUCTION AND RESEARCH QUESTIONS

The research reported here used one in-depth semi-structured interview and one short-answer structured interview to obtain information about various aspects of the work and family lives of 10 Anglo, 10 Black, and 10 Mexican American single parent (divorced) families. Data obtained with the in-depth interview explored family functioning, perceptions and feelings of the mothers, while the structured interview obtained quantifiable data about family demographics, work history, and information about current characteristics of the mothers' jobs.

The data generated by the interviews are to be used to address the following general areas for the interface between work and family life:

1. Workplace Policies and Children's Education

What are the processes whereby selected policies affect the ability and/or availability of single (divorced) working mothers to be involved in the education of their children, both at home and in school?

2. Support Networks and Children's Education

What is the role of extended family, friends, caregivers and other household members in the education of the children of single working mothers? How do the different types of relationships between these children and their non-custodial father influence children, their mothers, and other caregivers?

B. PROCEDURES

1. Sampling Procedures

The sample consisted of thirty (30) single parent families, equally divided among Anglo, Black, and Mexican American families. The mothers were recruited from the same workplaces and occupations as the women in the dual-earner families studied during the previous phase. Thus, the relevant workplace policies are comparable. Similarly, the women selected in this sample were employed in non-management, non-supervisory jobs, have been employed there for at least one year, have jobs that do not require more than high school education, and have no more than three children, with at least one child in elementary school. Finally, only women who have been divorced for at least two years were to be selected. Research (Weiss, 1975; Hetherington, 1978) had indicated that this is to be expected as the minimum amount of time needed

for a parent to make a general adjustment to a divorce.

In addition, it was desirable to include families at approximately the same stage in the organization of their households in order to assure the comparability of the situation, and to control for the cause of the absence of the father. These guidelines to the sample selection were applied with some exceptions which are noted in the section where the actual sample is described in detail.

Subjects were recruited from a limited set of workplaces using a more or less standard procedure. The only difference was that phone company subjects were located with the assistance of union officials and shop stewards from the Communications Workers of America (CWA), while in the banks contacts were made through their respective Personnel Departments.

For the phone company employees, union officials were provided with a written set of sampling guidelines, which specified the jobs to be sampled, the ethnicity quotas, and the family characteristics required for inclusion in the sample. These criteria were discussed and explained during an interview with the union officers designated by the CWA to serve as liaison with the Working Parents Project staff. In addition to the sampling guidelines, the liaison persons were provided with a written description designed to be given to potential participants, which outlined the purpose and conditions for participation in the study. Based on the liaison's knowledge of the employees within each shop, the liaison approached those individuals who appeared to meet the guidelines and privately gave each of them a copy of the Project's brochure.

Once a potential participant indicated to her shop steward her willingness to consider participation, the liaison person completed a Referral Form, containing name, job title, ethnicity, and telephone numbers. The liaison person was not informed whether or not any person agreed to participate or not.

This confidentiality was even more important for the recruitment of bank employees, because in their case the contact person was part of the institution's management. It was very important to assure women that their participation or non-participation in the study would be completely unrelated to any future personnel action.

The procedure used at the banks involved an initial contact with the personnel officer, who in turn designated a liaison person to work with WPP staff. From then on, the materials and steps followed were identical to those used with the phone company employees. The same safeguards were used to ensure complete anonymity for participants and non-participants alike. No bank officer was ever informed about the participation or non-participation of

individuals referred by them.

A total of five major banks were approached and engaged, using the same procedure in order to obtain potential subjects until the sample was completed.

C. THE INSTRUMENTS

1. First Interview

The first interview was designed as a questionnaire that could be easily coded, and, in some cases, generate self-ratings by the interviewee. The main instrument sections were as follows:

a. Household Members This section was designed to obtain a complete listing of all household members, including their genders, ages and relationship to the head of the household.

b. Dwelling and Neighborhood Here, information was collected about length of residence in the city, reasons for moving here, home ownership, contact with neighbors, involvement in the neighborhood, etc.

c. Work History In this section, information was gathered about educational history, and a complete work history, including preparation for and attitudes about work while in high school. Other questions were directed at mothers' experiences in jobs prior to the current job.

d. Current Job/Work Policies This section sought information about current jobs, including any prior jobs with the same company. Information was requested about the nature of daily work, relations with supervisors, stress and pressure experienced on the job, various aspects of leave policies, job satisfaction, and future career orientation.

e. Social Relations at Work This section attempted to map the relationships of divorced mothers with their co-workers. It asked for information about the personal characteristics of people and the nature, frequency, and intensity of those relationships.

f. Family Finances This section obtained information about the overall picture of family financial situations, including various sources of income and use of other supplemental assistance, whether private or public.

g. Family/School Relations This section gleaned information about how families, in particular mothers, maintained contact with the school and supervised the education of their children.

h. Home Management/Task Allocation Here, information was collected on allocation of housework among family members, methods used to make changes in and the family members' satisfaction with the system.

2. Second Interview

A second interview was designed to be a more open-ended, semi-structured data gathering effort which explored perceptions of mothers about some of the major events of their lives, including marriages and divorces, and about their work lives. The main sections of this instrument were as follows:

i. Family/Work Interrelatedness This section recalled information from the work and family history data collected during the first interview and probed for information and judgments about the impact of major life events on mothers' family lives. It then moved to the present, and explored their perceptions about how various aspects of their jobs and their family lives influenced each other.

j. Family Images and Adjustment to Divorce Here, information was obtained about courtship and the circumstances surrounding marriage, and married life and the factors leading to the separation and/or divorce. Questions were also asked about present adjustment to single parenthood, as well as judgments about children's adaptation to the divorce.

k. Ex-husband's Current Relationship with Family Members Inquiries were made about the relative presence and influence of ex-husbands on various aspects of family life, family as a whole, or individual members in particular.

l. Family Activities Respondents were asked about their individual/joint (those with other family members) activities, conflicts, and factors which influence the frequency and nature of those activities.

m. Social Network Respondents were asked about the people important in their lives and their children's lives currently.

n. Family Communication Respondents were queried about the quality and frequency of their communication with their children.

o. Parental Self-Assessment Information was requested about respondents' self-perceptions as parents, including changes from their pre-divorced or pre-separated parenting practices.

p. Aspirations and Plans for the Children This section sought details about mothers' plans and aspirations for their chil-

dren's educational and occupational future.

3. Pilot Testing of Interviews and Interviewer Training

The first and second interviews were developed by starting with a listing of all the topics of interest from interviews used during the previous research phase with dual-earner families. They were modified with two goals in mind: (1) to streamline the first interview and to focus on those aspects which were shown to be important to the family's adaptation among dual-earner families and (2) to adjust the questions and areas to the special characteristics of the single parent family. The organization of topics and the short answers of the first interview permitted a concise quantitative coding of the data through working directly from the questionnaire form. A audio tape recording also was made of each interview, in order to keep a record of frequent, detailed explanations offered spontaneously by respondents. The more open-ended second interview was audiotaped so that a full transcript could be obtained.

The development and pilot testing of the interviews included an initial tryout with WPP staff, followed by their use with some selected SEDL colleagues. Next, each of the three interviewers (two regular staff plus a part-time Black interviewer) conducted one first and one second interview each, using respondents secured through personal contacts. These three pilot test subjects had jobs in the same general level as those of the sample, and represented the three ethnic groups to be included in the study. Tape recordings and the forms used were reviewed by the staff, and modifications were made to improve information flow and stay within the time limit of 90 minutes for each interview.

Staff members are highly skilled in interviewing and are experienced with these types of family interviews. Careful attention was paid to the handling of potentially sensitive areas of questioning. This was done at every step of the research process and included the following procedures: (a) providing full information to potential respondents and the companies who helped secure them about the style and content of the interviews before they agreed to participate; (b) having face-to-face meetings between respondents and interviewers in advance of the first interview to explain more fully what would be discussed, while assuring confidentiality and obtaining a signed informed consent form; (c) avoiding requests for any unnecessarily intimate information in the schedules; and (d) training interviewers to be sensitive to feelings and responses of respondents and avoid making respondents uncomfortable during the interviews.

These techniques have proved to be very successful and respondents have uniformly indicated that they have enjoyed the interviews. Often, they have reported finding them useful as a source

of self-reflection.

D. DATA COLLECTION PROCEDURES

The strategy for sampling returned to the same union and the same employers (Communications Workers of America and several local banks) from where the sample of 30 dual-earner families during 1981 and 1982 were obtained. This plan had several advantages: (1) the project staff had already established a working relationship with representatives from these workplaces, (2) there were female employees in these workplaces who could not be included in the dual-earner family study because they were divorced, an indication of a high divorce rate among these employees, (3) for analytical purposes, it was highly advantageous to keep the types of jobs and workplaces of the sample of single mothers as similar to those of the sample of dual-earner families as possible. This would enable a systematic comparison of the effects of similar workplace policies, constraints, and opportunities among the two samples in the next phase, thereby enhancing the Project's overall relevance and value.

The procedures used for data collection, once suitable subjects had been identified through the methods described in the previous section on sampling, were as follows:

1. Women were first contacted by telephone, and their eligibility and willingness to participate were ascertained. Questions about content of the interview or about the steps to protect their anonymity were explained.

2. Next, an appointment was made to conduct the interview at the mother's earliest convenience. As a norm, interviews were conducted in the subject's homes, usually during the evening. However, in a few cases, the respondents indicated a preference for conducting one or both interviews in the Project office, which is located downtown, a few blocks from most of the workplaces.

3. Each respondent was interviewed both times by the same WPP staff member.

4. Before the first interview was begun, Informed Consent Forms were signed, in duplicate, by both the interviewer and interviewee. One copy was returned for WPP records, and the other was kept by the respondent.

5. Next, a Voucher Form was signed by the respondent, in order to process the payment of the $10 per interview which was offered in the Project brochure.

6. After the forms had been signed, the first interview took place. Information was recorded on paper, and a backup audiotape

was made of the interview.

7. At the end of the first interview, an appointment was made for the second interview and the subjects were given a child care questionnaire to complete at their convenience before the second interview.

8. The second interview was tape recorded, and two paper forms were used to record responses about child care and about the mother's social network.

9. After the second interview was completed, all forms were collected.

10. After all data had been collected, the Voucher forms were sent to SEDL's Fiscal Services office, and a check was mailed approximately one week after completion of data collection.

11. All forms and cassette tapes were labeled with an alpha-numeric code for each subject. All Subsequent data management, storage, retrieval, transcription, and summaries have made use of this identification code.

12. Near the end of the data collection period, all subjects were sent a "thank you" letter containing a form to be returned if they want to receive a copy of the Executive Summary of the Final Report.

For the purposes of building trust and rapport with respondents, the Project staff's experience indicated that it would be best to have female interviewers for the mothers. This was true in the study of dual-earner families, and it was expected to be also true with this sample. Thus, no male interviewers were used. One experienced Black female interviewer was hired to conduct a third of the interviews. Anglo and Mexican American women were interviewed by the Project's two Anglo Research Associates. Both have had extensive experience interviewing Mexican American women, so that the lack of an ethnic match was not deemed critical for this group.

E. DATA STORAGE, CODING, AND ANALYSIS

Data collection activities followed a standard cycle. Once an interview had been completed, all materials collected, including tape cassettes, were assigned al alpha-numeric code and labeled.

The first interview was designed for easy and direct keypunching. A number of first order variables, such as age and income information, were recorded for the purpose of describing the sample. Some of the questions were used to generate ratings and classifications by the interviewers. Several of these second order

variables were derived from the information collected, such as judgments about nature and direction of work careers, level of participation of children in household work, levels of participation of mothers in their children's schools, involvement of non-custodial fathers, etc.

The second interview was transcribed in full. After an initial examination of the first 10 interviews conducted, a coding strategy was developed. A set of 11 coding categories were defined, covering the full range of content areas of interest. (See Appendix A for a complete list of codes and Interview Schedules.)

The actual coding of the interviews was performed using a hard copy of the full transcripts, which had been recorded directly onto magnetic disks using word processing equipment available to the Project. The three WPP staff members participated in this task. Paragraphs or sentences were bracketed and the corresponding code or codes were penciled in the margin. Multiple coding (the assignment of more than one code to the same paragraph) was often necessary since it was desirable to retain as much context as possible.

During the initial coding period a second coding was performed by a different coder to check on the intercoder reliability. After an initial phase of fine tuning of criteria between coders, this practice was discontinued since it involved a considerable amount of time with negligible improvement of the coverage of pertinent segments.

Coded hard copies were then used as guides to move paragraphs and delete parts of the interviews which were not relevant, using the text manipulation capabilities of word processing equipment. The final result of this process is a Code Book containing all segments or paragraphs under each code, listed sequentially for each of the 11 coding categories. There are 30 Code Books which were kept unbound, so that any code could be physically removed from all Code Books for perusal. A bound copy of each Code Book was kept as a backup copy. In addition, the full transcripts and the Code Books remain both in hard copy and in electronic storage on disks.

Individual codes were then examined and first and second order variables extracted from them for the purpose of comparing individuals, families, and deriving typologies and other patterns which constituted the central task of the analysis.

We proposed to concentrate our exploration of the interrelationships between work and family life among divorced women to a closer examination of the factors which affect their ability and/or availability to be involved in the education of their children. Specifically, we proposed to examine (1) selected aspects of their jobs and workplaces policies; (2) the mothers' primary support networks, including family, friends and other adults; and (3) the

mothers' relationships with their children and with their ex-husbands, and the ex-husbands' relationships with their children. Additionally, we proposed to analyze the interactive effects of these factors on the mothers' participation in their children's education; for example, how the support network and the mothers' relationships with their ex-spouses interrelate and interact to affect mothers' involvement in the education of their children.

1. Workplace Policies

Based on data gathered from dual-earner families with elementary school age children during earlier phases of the Working Parents Project, it was believed that certain workplace policies, such as short term leave policies and styles of supervision, would affect mothers' abilities to participate in school-related activities (Working Parents Project, November 1982) In analyzing the data from dual-earner families, it it was found that the more flexible the short term leave policies of the employers, the more likely were the parents to be involved in the children's school activities. Therefore, it was decided a priori to investigate this particular relationship in single-parent families.

2. Social Support Networks

Social support networks have been shown to have positive effects upon adjustment to life stresses in general and divorce in particular (Kitson & Raschke, 1981). Social support has also been reported to have a stress-mitigating effect that results in greater physical health (Cobb, 1976). Since divorced working mothers with moderate incomes were assumed to be more likely to experience greater stress than heads of households in traditional families, we proposed to study the function of social support networks in their lives in general, and in particular its function in mothers' involvement in their children's education

3. Parent-children and Ex-spousal Relationships

In the course of analysis of the data gathered, it became apparent that the mother-child relationship was a central feature of the single-parent family functioning, and as such it affected not only the mothers' participation in the education of their children, but also the relationships with ex-spouses; fathers' relationships with children, and many other facets of the mothers' work and personal lives.

The quality and level of involvement of fathers with their children have also been demonstrated to have a significant impact upon the children's adjustment to divorce, and, in turn, the mothers' adjustment and functioning post divorce (Hess & Camara, 1979). Likewise, ex-spousal relationships have been shown to influence the post-divorce adjustment and functioning of children

(Hess & Camara, 1979). It was assumed that the level and nature of the fathers' involvement in their children's and ex-spouses' lives were likely to be of considerable importance following the post-divorce adjustment period (typically described as requiring two years). Therefore, the new family structure of custodial mother and non-custodial father was examined closely to determine its effects upon the mothers', fathers' and other adults' involvement in the children's education.

Two types of variables have been generated from the data collected with the first and second interviews. First order variables are values and frequencies obtained directly from answers to specific questions, such as age, years of residence in the city, number of children, annual salary, etc. Others are ratings by the respondents about aspects of their work, workplace policies, or evaluations of specific aspects of family life. The other type of variables derived are second order variables. These are ratings, judgments or classifications of respondents' behavior, attitudes or values, which have been made by the researchers using one or more first order variables. Examples of these second-order variables are: direction and planning in their work careers, commitment to work, level of involvement in the education of children, type of family, type of social support network, etc. In the case of the major second order variables, the procedure and criteria used to derive them will be described in full in the body of the report.

The presentation of the findings has been organized in terms of (1) description of the sample; (2) major influences in the level of maternal involvement in the education of children; (3) the nature of the mothers' social support networks, and how these support networks, ex-spouses, and other adults influence mothers' involvement in the education of children; (4) mother-child relationships in single mother families and how the relationships affect other aspects of family life, including school involvement and maternal employment; and (5) family relationships in post-divorce families, including ex-spousal and father-child ralationships; and (6) summary of findings and conclusions and (7) recommendations.

III. FINDINGS

A. DESCRIPTION OF THE SAMPLE

The thirty families interviewed for this study constitute what is commonly referred to as a purposive sample: they were not a random sample from a known population. Rather, they were screened and referred to the Working Parents Project staff by their union or their personnel officers, who used the criteria provided to them by the WPP staff and described in the previous section. In the phone company, the sampling criteria almost exhausted the available pool of eligible subjects in the job categories, ethnicities and family characteristics required.

The available pool of subjects from three banks was exhausted, and two additional banks were contacted to meet the predetermined quota of employees in the various categories and ethnicities. None of the women contacted by the WPP staff refused to participate. We have no reason to suspect bias in the screening and referral by union and personnel officers.

Despite the lack of evidence of bias in the sampling procedure, our sample still cannot be considered a representative sample of divorced women in these job categories and family conditions. This does not invalidate the findings or conclusions, however, since the goal was not to estimate parameters for normative variables, but rather to explore interrelationships between conditions, illustrate mechanisms, and suggest possible hypotheses about psychological and sociological phenomena. We can compare our groups among themselves, and, when appropriate, indicate how our sample and any phenomena associated with it relates to known indices in the population at large or among the ethnic groups sampled.

Descriptive statistics are presented here to provide the reader with a profile of the main characteristics of the families interviewed. Data on their perceptions of various aspects of their jobs and workplaces are also presented. When appropriate, tests of statistical significance of differences between groups are provided, along with the corresponding significance levels.

1. Family Characteristics

Several characteristics of the women interviewed are presented in Table 1. The mean age in years of the women was 31.8. The range was from 22 to 43 years, with a median of 31. Only three women were 25 years old or younger, and nine women were 35 or older. Black women were on the average 6.3 years younger than Mexican American women.

At the time of their marriage, the average age of the women was 19.7 years of age. The range was from 16 to 28 years of age, with

TABLE 1

SUMMARY TABLE OF FAMILY VARIABLES BY ETHNICITY

	Group Means			Group Comparisons: t Values		
GROUPS:	ANGLO	BLACK	MEX AM	A - B	A - MA	B - MA
Variables:	N=10	N=10	N=10			
Age at the time of the interview	32.7	28.2	34.5	4.60**	1.70	6.50**
Age at the time of marriage	19.0	18.7	21.3	.60	3.71**	5.01**
Years married and living together	8.1	3.7	8.2	5.47**	.05	5.47**
Years separated and divorced	4.7	5.2	5.3	.86	1.32	.05
High School education or less	6	4	4			
Some college/business college	3	4	5			
College graduate	1	2	1			

* Significant at the p = .05 (1, 18 d.f.)

** Significant at the p = .01 (1, 18 d.f.)

a median of 19.6 years of age. Three women married at 16 years of age, and six women married after their 22nd birthday.

The marital history of the women in the sample can be described with two measures. The first is the average number of years that they were married and living with their husbands. The second is the average number of years that the women have lived as single parents, including time separated plus time divorced. These figures indicate that although on the average Black women had lived as married couples only half as long as the average for Anglo and Mexican American women, they had been single mothers about the same length of time.

The educational attainment of these women is presented in Table 1 in the form of frequencies. Almost half of the sample had no more than a high school education, while four women had obtained their baccalaureate degrees, and 12 had some education beyond high school, mostly in business colleges or community colleges.

One of the key sampling criteria was that the families had at least one school-age child. Many of the questions related to school involvement and participation in household tasks were asked in relation to that target child.

There were no clear trends in terms of the number or gender of the children in these families. The target children were equally split between boys and girls. Only one family had four children, which included a pair of twins. Another family had three children. Of the rest, 19 families had two children and eight were only-child families.

Nine families had children between the ages of three and five, in addition to the target child. Of the target children, 21 (70 percent) were between the ages of eight and 12.

The only important difference with respect to children's age is that fewer Black families had teenage children (two of 10), compared to five of 10 for both Anglo and Mexican American families. The presence of teenagers as big brothers or sisters might at times be a significant help to mothers with younger children.

Of the 30 women interviewed, 19 grew up in cities with a population of 100,000 people or less. Most of these were small cities in Central Texas. Seven women were born and reared in Austin, and all but one of them are bank employees. Six of the seven women who grew up outside the state are employed with the phone company, having transferred here from other sites.

Fourteen of the families are homeowners, and the other sixteen live in rented houses and apartments. Most of the families are relatively integrated into their neighborhoods. Ten women report

that they have never visited their neighbors; their children, on the other hand, carry out a very intensive schedule of play with other neighborhood children. Only three women in the total sample report that their children have no friends in their neighborhoods.

2. Job Characteristics

Information about several characteristics of the work history and perceptions of the jobs were obtained during the course of the interviews. On the average, these women had been in the labor force for about ten years, and had held an average of about five jobs prior to the current one.

The women from the phone company were selected from two job categories; six were Telephone Operators, and nine were Service Representatives. Both of these are jobs occupied predominantly by women. Operator is an entry level job, which often involves shift work and irregular schedules. Service Representative is considered a higher level clerical job, with a regular Monday through Friday, eight-to-five schedule.

The women at the banks, on the other hand, represent at least 12 different job titles, reflecting the greater diversity of clerical operations performed by banks. All of the occupations are also predominantly occupied by women, and all have regular Monday through Friday, eight to five schedules. These jobs were classified by the researchers into three levels on the basis of the knowledge and skills required to perform adequately. Three jobs were classified as High Level, eight as Mid-Level and three as Low-Level.

Of the four jobs classified as requiring a high level of skills and knowledge, two were held by Anglo women and two by Mexican American women. All but one of the Black women held jobs classified as requiring a mid-level of skills and knowledge. The three jobs classified as low-level were held by an Anglo, a Black and a Mexican American woman, respectively.

The women employed at the two types of workplaces, the phone company and the banks, were compared using information collected during the interviews. Some of these data are in the form of ratings of various aspects of their jobs and their workplaces. These data are presented in Table 2.

Women at the phone company have been there on the average twice as long as bank women. They have also held their current jobs about twice as long.

Women were asked to rate the level of decision-making that was involved in their jobs, as well as the control they had over the organization of their own workload. These ratings, on a three-

TABLE 2

SUMMARY TABLE OF WORK VARIABLES BY WORKPLACE

GROUPS:	PHONE CO. N=15	BANKS N=15		
Variables:	Means/Mean Ratings		t	p
Years with the same employer	6.2	3.2	6.31	.01
Years in the same job	3.8	1.9	5.34	.01
Rating of decision-making allowed by job	1.6	1.9	1.79	.10
Rating of control over organization of tasks on job	1.5	1.8	2.67	.05
Rating of quality of relationships with supervisor	3.2	3.1	.68	n.s.
Rating of intensity of job pressure	2.8	2.2	4.50	.01
Rating of intensity of job stress	2.6	1.6	5.75	.01
Rating of satisfaction with leave policies	2.4	3.3	5.22	.01
Rating of overall job satisfaction	2.3	3.1	4.19	.01

point scale (1 = Low; 2 = Moderate; 3 = High) are presented in Table 2. The mean ratings reflect the relatively more structured nature of the phone company jobs, where there are set procedures that employees must follow.

The women were asked to rate the job pressure and the overall level of stress of their jobs, using a three-point scale (1 = Low; 2 = Moderate; 3 = High) for both pressure and overall stress. These mean ratings are also presented in Table 2. The jobs in the phone company were rated significantly higher than those in the banks in both pressure and overall stress.

An important component of the overall work atmosphere is the nature of the relationships between workers and their supervisors. The women in the sample were asked to rate the nature of these relationships with a four-point scale with 1 = Hostile; 2 = Distant; 3 = Friendly yet Distant; 4 = Very Friendly. The mean ratings are presented in Table 2. No significant differences were found between the two groups on this measure.

Previous research with a sample of dual-earner families recruited from these same workplaces indicated that the availability and/or flexibility of certain forms of short-term leave had a significant impact over the ability and availability of those working mothers to meet unanticipated needs of their young children (Working Parents Project, 1983).

The single parents in this sample were asked:

> If you need just a few hours (less than a day) to take care of some unexpected problem, such as with your children, school, babysitters, etc..., can you take time off?

All fifteen bank women responded Yes, but only seven of the phone company women reported that they could take the time, and eight responded No. Those who answered Yes were asked if they were penalized in any way for the time lost; only one bank employee responded Yes, while six of the seven phone company employees reported that a penalty was associated with their short-term leaves.

In addition to the questions about short-term leave, women were asked to rate their overall satisfaction with the policies regulating the various forms of leave available in their workplaces, including short-term, sick, vacation, and maternity leaves. They were asked to use a four-point scale with 1 = Not Satisfied; 2 = Somewhat Satisfied; 3 = Satisfied; and 4 = Very Satisfied.

The mean ratings are presented in Table 2. Bank employees were found to be significantly more satisfied with the leave policies of

their workplaces.

The same four-point scale was used to obtain ratings of the women's overall satisfaction with their jobs. The mean ratings are also reported in Table 2. Bank employees reported significantly greater overall satisfaction with their jobs than did the phone company employees. Seven of 15 bank employees expressed a high level of job satisfaction, compared with only two of the 15 phone company employees.

This higher level of job satisfaction is particularly significant, in light of the fact that the salaries earned by the bank employees sampled are on the average more than $8,000 less a year than the average phone company employees sampled.

A final indication concerning the perceived quality of the working conditions was obtained by asking the women to comment on their work/career plans for the immediate future. Eighteen of the 30 women interviewed reported that they plan to remain in their present jobs. Four Black women indicated that they plan to further their training and education. This appears to reflect a realistic perception by these Black women that with training their chances for advancement are significantly improved.

Five of the fifteen phone company women reported that they expect to advance within their company. This is also a realistic expectation, since their contract, agreed through collective bargaining by their union, establishes mechanisms for advancing and certain advantages accrue by seniority. Only two women in the total sample reported that they were currently contemplating changing employers.

To obtain a picture of the financial situation of these families, the women were asked to provide information regarding their income for 1982. Table 3 presents the means of the salaries earned in 1982, broken down by workplaces and ethnicity. It can be seen that there is a large difference between the workplaces. Differences among the three ethnic groups are apparent only among bank employees.

The relatively lower salaries of the Black bank employees are explained by the fact that in that group there were no high skill level jobs represented. Also, the low skill level job occupied by a Black bank employee had the lowest salary of the whole sample.

The women in the sample were asked about other sources of income. Eight women had held part-time jobs during 1982. Not surprisingly, all but one were bank employees. A total of 15 women reported receiving some child support payments during 1982. These payments varied in amount and regularity, being lower and less

TABLE 3

MEANS OF SALARIES EARNED IN 1982 BY WORKPLACE AND ETHNICITY (IN DOLLARS)

GROUPS	ANGLO	BLACK	MEX AM
TELEPHONE COMPANY	20,100	19,200	13,800
BANKS	12,040	9,535	12,114

TABLE 4

MEANS OF TOTAL FAMILY INCOME FROM ALL SOURCES IN 1982 BY WORKPLACE AND ETHNICITY (IN DOLLARS)

GROUPS	ANGLO	BLACK	MEX AM
TELEPHONE COMPANY	22,316	21,118	21,528
BANKS	20,540	10,545	16,726

regular among the Black families. This no doubt reflects the overall disadvantage of Black males in the job market.

The averages of the total income received by these families in 1982, including income earned in their main full-time jobs, plus income earned in part-time jobs held, plus any child support payments received during that year, are presented in Table 4, broken down by workplace and ethnicity.

It is clear that added income from part-time jobs and child support payments most strongly improved the financial situation of Anglo and Mexican American women employed by the banks, who generally have lower salaries than the phone company women. The relatively small income added to the finances of the Black bank employees is due to the fact that fewer of them received child support payments, and those received were relatively small. Overall, Black women had younger children, and the relative cost of child care discouraged them from seeking additional part-time, evening, or weekend employment.

In summary, the significantly higher wages earned by the phone company women are not sufficient to offset their feelings of pressure and stress. Their job satisfaction is lower than that of the lower-paid bank employees.

B. MOTHERS' INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN

1. Assessment of Mothers' Involvement in Education

In this study, we are interested in factors other than school practices which influence, or are associated with, the parents' level of school involvement. More precisely, there is interest in factors present in the lives of divorced working women which encourage or inhibit their active participation in school-related activities. The underlying assumption in this study has been that parents' level of school involvement is an indication of the parents' level of overall involvement in their children's lives, as well as being an indicator of the parents' attitudes toward their children's education.

In this analysis, school involvement is defined as the extent to which the mother has attended or participated in the following activities: (1) parent-teacher conferences, (2) school programs such as plays, concerts, and carnivals, (3) field trips, (4) class parties, (5) PTA meetings, (6) fund-raising activities, (7) helping with homework, and (8) discussions of the child's school experiences with the child and others.

All of the mothers were found to be involved to some extent in their children's school-related activities. Three levels of parent involvement were distinguished: Low - the mother attended the yearly parent-teacher conference and may have helped with homework, but was not involved in any other school activities; Medium - the mother attended half or less of all school programs, helped with homework, attended some PTA meetings, and discussed school experiences with the child and others; High - the mother regularly participated in special school programs, attended nearly all PTA meetings, helped with homework, usually communicated with the teacher(s) regularly (in addition to scheduled parent-teacher conferences), and participated at a high level in all of the above-mentioned activities.

In the assessment of level of school involvement, only contact with the school personnel that was initiated by the mother was considered when rating the level of involvement. Other studies have failed to make this distinction, with the result being that parents with highest school involvement in other studies were those whose children were "problem children." However, some of the mothers appeared to be more involved and to be initiating more contact with school personnel because their children are experiencing learning or behavior problems in school.

Seven mothers were rated by researchers to have had low involvement in their children's schooling, 14 mothers to have had a medium level of involvement in school activities, and nine mothers

had a high level of school involvement.

2. Mothers' School Involvement and Their Employment

Several aspects of mothers' employment were investigated in relation to their level of school involvement, namely: (a) type of workplace (bank or phone company), (b) short-term leave policies, (c) stress associated with job, (d) job satisfaction, (e) the mother's commitment to working, and (f) additional part-time employment.

a. Type of Workplace Most of the mothers with low school involvement work in banks (86%) and most of the mothers with a high level of school involvement work for the phone company (67%). The mothers with low school involvement are employed by several different banks, therefore it is not the policies of a particular bank which are inhibiting mothers' participation in school activities which occur during work hours.

Overall, it is the phone company employees who experience more job stress, less job satisfaction, and less flexible short term leave policies. Therefore, it would seem that the phone company women would have found it more difficult to participate in school activities, particularly those occurring during work hours. However, in this sample the six operators with the phone company all have irregular hours and are frequently free during daytime hours when many of the school activities take place. These phone company operators tended to have higher school involvement.

In addition to work hours that enable the operators to participate in school activities during the day, they are able to trade days with other operators when they want time off. However, the service representatives who work 8:00 a.m. to 5:00 p.m. Monday through Friday and who contend with rigid short term leave policies also have higher school involvement than the women employed by the banks. Thus, it would appear for this sample that employer policies regarding short term leave or work schedules do not help explain the variability found in divorced mothers' school involvement.

As discussed previously, banks and phone company jobs differ considerably with regard to employees' job stress, job satisfaction and short term leave policies. Since the phone company employees and bank employees differ as groups regarding overall level of school involvement in a somewhat unexpected direction, the relationship between these facets of the women's employment and their level of school involvement were examined independent of their employer. (See Summary Table 5 on Page 36.)

b. Short-Term Leave Policies As stated earlier, bank women reported more flexible short term leave policies than did the phone

company employees. However, the availability of short term leave does not appear to be associated with mothers' level of participation in school activities. It appears that even though women employed by banks are able to leave their jobs for short periods of time without much prior notice, it is not acceptable for them to leave their jobs to attend school functions. The bank employees seem to be comfortable requesting short-term leave only to take care of medical concerns, their own or their children's.

Nearly all women in the sample stated that their jobs interfered with their participation in school activities. They indicated that they "can't ask for time off" or are "too busy at work" to attend school functions during work hours, even though their employers provide for short periods of leave time to attend to personal needs. Evidently there is an unwritten policy within the banks and a more clearly stated policy at the phone company which inhibits women from leaving their jobs to attend to non-emergency events, such as school functions. Additionally, the relationship individual bank employees have with their immediate supervisors appears to determine what constitutes an acceptable reason for taking short term leaves. Some of the bank employees apparently feel free to request time off from their supervisors to attend school functions while others do not.

Another factor which may inhibit bank employees from taking time off to attend school activities is the relative interdependence of most bank jobs. The importance of speedy transactions and end-of-the-business-day deadlines require that other workers make up for the absent one. In that kind of team effort, frequent absences could be resented by other workers, since it tends to increase their own work pressure.

c. Job Stress Only 14% (1 of 7) of the mothers with low school involvement considered their jobs to be very stressful. Whereas, 67% (6 of 9) of the mothers with high levels of school involvement and 36% (5 of 14) of medium involvement mothers reported their jobs to be very stressful. It appears that high job stress is associated with a high level of school involvement. However, level of job stress must be considered in conjunction with the satisfaction women derive from their employment to understand more fully its relationship to school involvement.

d. Job Satisfaction For women employed by the banks, low job stress appears to be somewhat synonymous with little challenge and few psychological rewards or lowered job satisfaction. Yet, for phone company employees, high job stress is associated with lowered job satisfaction. Job satisfaction, per se, was not found to be associated with mothers' level of school involvement for the total sample. However, only 20% (3 of 15) of the women working in banks reported that they are dissatisfied with their jobs and all of these women have low levels of school involvement. In contrast,

53% (8 of 15) of all phone company employees reported that they are dissatisfied with their jobs and 63% (5 of 8) of these women have high involvement in school. It seems that low job satisfaction is associated with low school involvement for women employed by banks and with high levels of school involvement for phone company employees.

e. Commitment to Working The women were asked whether they would work if given the option to receive two to three times their current salary without working. Of this sample, 40% (12) of the women reported that they would definitely continue to work, 10% (3) reported they might work part-time and 50% (15) reported they would definitely not work. Of those who reported they would not work, several stated that they would want to participate in volunteer work of some sort and would not be content to stay at home all day engaging in traditional housework and child caring. Within the present sample, ethnic differences were clear: 60% (6 of 10) of the Black mothers would definitely work while only 30% (6 of 20) of Mexican American and Anglo mothers would choose to work outside the home.

Regarding commitment to work, the women's responses varied considerably. Two examples of differing views reported follow:

> Q: So even though you have worked all these years outside the home you wouldn't have any qualms about not doing it now?
> A: No. My goal in life was to be a mother, a housewife. And a wife and that was it. That's the way I was brought up; that's what you did.
> (Mexican American mother of two, age 30, divorced three years.)

> Q: If you could get your salary without having to work, what would you do?
> A: I would not accept it.
> Q: You wouldn't?
> A: Mm-mm.
> Q: Why?
> A: Because I like to work. I'm very independent, and I don't want anything handed to me. I would not just stay at home and polish my toenails or my fingernails and watch a bunch of soap operas. I would continue to work even if I got married and my husband asked me to quit, I would work.
> (Black mother of two, age 27, divorced six years.)

The mother's commitment to working, as assessed by this one question, appears to be related to the time the mother devotes to her children's school activities. Fifty-seven percent (4 of 7) of

the mothers with low involvement in school would want to work at least part-time and 44% (4 of 9) of the mothers with high involvement in school would work. The relationship is rather weak for Mexican American and Black mothers, yet much clearer for Anglo mothers. All of the Anglo mothers with low involvement in school would work and none of the Anglo mothers with high involvement in school would work at all.

For the Mexican American mothers, high involvement in school was weakly associated with a desire to be an at-home mother. Black women reported a higher commitment to working across all levels of school involvement than did either the Anglo or Mexican American women, and their commitment to the work role did not appear to be related to their school involvement.

In addition to looking at women's responses to the question regarding whether they would work if provided an adequate salary, the women's overall involvement in their careers was investigated. Several factors were taken into account to determine the level of a woman's career involvement. Specifically, the clarity of the woman's future career plans, the intensity of her desire to earn an adequate income as opposed to having an adequate income, and her desire to advance in her career were assessed to obtain a measure of career involvement.

Commitment to the work role and career involvement are, understandably, closely related. However, some women want to work outside the home and yet are not highly involved in their careers. They appear motivated to work by their desire to spend time with other adults within an organization, to gain a sense of accomplishment, and to simply avoid the boredom that can come with spending the majority of their time at home. Assessing career involvement, therefore, clarified the relationship between attitudes toward working and school involvement.

While as career involvement does not appear to be related to present level of job satisfaction for the total sample, high levels of career involvement in conjunction with low levels of job satisfaction were found more frequently for the women with low involvement in school than for those with either medium or high involvement. Only 9% (2 of 23) of the mothers with a medium to high level of school involvement indicated that they had high involvement in their careers and low job satisfaction, while 43% (3 of 7) of the mothers with low involvement in school reported this combination of experiences. The mothers with low school involvement are experiencing more frustration related to their employment than are the mothers with medium or high involvement in school. The mothers with medium or high school involvement were more likely to express a desire to be at-home mothers. This association of low job satisfaction and high career involvement with low involvement in school was found for all three ethnic

groups (see Table 5).

f. Additional Part-Time Employment Part-time employment in addition to regular full-time employment ("moonlighting") was found to be related to overall career involvement. All but 17% (1 of 7) of the mothers who were working part time in addition to their full-time employment were considered to have medium to high levels of career involvement. For some, though, the motivation to work part-time was primarily a perceived need for added income. Others viewed their part-time employment as a path to improved employment, either by providing increased savings to attend college or through pursuing more flexible and autonomous self-employment.

None of the phone company employees reported that they are currently employed on a part-time basis in addition to their regular full-time employment. However, 47% (7 of 15) of the women employed by banks reported that they were currently "moonlighting." (The average number of hours worked at their additional jobs was 10.33 hours per week.) This difference between the number of phone company employees and bank employees who were working part time is understandable, of course, in light of the significant difference between their salaries. The average salary for the bank employees was $11,230/per annum and the average salary for the phone company employees was $19,700/per annum. Likewise, their average yearly incomes were significantly different, $15,937 and $21,654, respectively.

Working at an additional part-time job was found to be clearly related to low school involvement. This finding can easily be explained in terms of the direct impact on the mother's time. The mothers with low levels of school involvement were much more likely to have additional part-time employment; 67% (5 of 7) of the mothers with low school involvement were engaged in additional part-time employment, 14% (2 of 14) of the mothers with a medium level of involvement had additional employment and none of the mothers with a high level of school involvement were working in addition to their regular employment.

The fact that no phone company employees were "moonlighting" appears to account partially for their high levels of school involvement. However, additional employment does not appear to fully explain lower involvement in that some of the bank employees who were working additional part-time jobs also managed to become active in their children's school activities. It seems that a high level of career involvement, part-time employment, and low job satisfaction may have an interactive effect which negatively impacts the mother's participation in school activities.

The women with low levels of school involvement tended to have rather high career ambitions, and low job satisfaction, without the means to realize their ambitions unless they had additional part-

Table 5

MOTHERS SCHOOL INVOLVEMENT AND EMPLOYMENT FACTORS

Low Involvement in School Mothers (N = 7)

Subject Code	Employer	Job Stress	Job Satis-faction	Career Involve-ment	Edu-cation	Commit-ment to Work	P/T Job
BKAN02	Bank	Mod.	Low	High	12	High	Yes
BKAN04	Bank	Low	High	Med.	16	Mod.	No
BKBK01	Bank	Low	Low	High	12+B	High	Yes
BKBK04	Bank	Mod.	Low	Med.	14	Low	Yes
BKMA02	Bank	Low	High	Med.	16	Low	Yes
BKMA03	Bank	Mod.	High	High	12	High	No
PHAN03	Phone Co.	High	Low	Med.	12	High	No

High Involvement in School Mothers (N=9)

Subject Code	Employer	Job Stress	Job Satis-faction	Career Involve-ment	Edu-cation	Commit-ment to Work	P/T Job
BKAN01	Bank	High	High	Low	12	Low	No
BKBK02	Bank	Low	High	Low	8	Low	No
BKBK05	Bank	Mod.	High	Med.	12	High	No
PHAN04	Phone Co.	Mod.	Low	Low	12	Low	No
PHBK01	Phone Co.	High	Low	High	14	High	No
PHBK04	Phone Co.	High	Low	Med.	16	Low	No
PHBK05	Phone Co.	High	Low	High	12	High	No
PHMA04	Phone Co.	High	Low	Low	14	Med.	No
PHMA04	Phone Co.	High	High	High	12+B	High	No

time employment which would either allow them to save money for further education or to become self-employed. For "moonlighting" mothers with low career involvement and high job satisfation the impact on participation in school activities was not as negative. It cannot be said of the mothers with low school involvement that they do not regard their children's education as important; rather, it appears that their energies are focused on achieving a higher level of employment and standard of living.

g. Income Level It cannot be concluded that it is simply the level of earned and/or available income which influences the mother's level of school participation. Even though the mothers with low school involvement are earning less than the mothers with a high level of school involvement, it is principally the mothers who either expect or greatly desire to earn a higher income who exhibit low levels of school involvement. Mothers with lower expectations regarding type of employment and level of income who earn the same or lesser amount are not as likely to report low school involvement.

In summary, the low involvement in school mothers appear, as a group, to be experiencing frustration with regard to their employment in that they have unmet expectations in terms of salary, advancement, and/or potential for these. These women either have high goals for salary and achievement in their careers with few possibilities because of limited education and skill or they have higher than average education for their job level. Because of their high career involvement and their unsatisfactory jobs, they are experiencing frustration and anger that further reduce their supply of time and energy, already limited by their additional part-time employment.

The mothers with higher levels of school involvement who are employed by the banks can be described as having low involvement in establishing a career and as being satisfied with their jobs, in that they find them adequately challenging. These women would prefer to be at-home mothers and appear to be motivated to participate in their children's education and schooling by their desire to be "good" mothers. In addition, only 22% (2 of 11) of these mothers are working additional jobs to supplement their incomes, even though their bank salaries are no higher than those of the low involvement mothers.

Mothers (bank and phone company employees) with medium levels of school involvement could be described overall as preferring to be at home. They report being relatively satisfied with their employment, possibly because of their lower expectations and ambitions regarding work. It is women at the extremes of the school involvement scale whose participation appears to be either inhibited or stimulated by employment factors. Women with the highest levels of school involvement, as a group, are more likely

to be phone company employees experiencing high levels of stress due to close supervision and quotas for production. They are dissatisfied with their jobs for these reasons. The experience of high job stress and dissatisfaction appears to encourage phone company women to participate in their children's education. Several mothers expressed a desire for their children to have "better" jobs--not as stressful and/or monotonous as their own. They believe that education is the key to more satisfying employment. Of equal importance is the fact that none of the women with high levels of school involvement work part-time in addition to their regular employment (see Table 5).

The mothers with high levels of school involvement are either (1) career oriented but dissatisfied with their jobs and have sufficient time or (2) are highly motivated to participate in all their children's activities. Thus, it would appear that school involvement can be motivated by a commitment to working as well as a commitment to parenting.

C. DIVORCED MOTHERS' SOCIAL SUPPORT NETWORKS

Mothers' primary support networks were investigated to determine their role in relation to the mothers' ability and availability for participation in their children's education. In addition, findings regarding the participation of other adults, including fathers, in the education of children will be presented here.

1. Assessment of Social Support Network Characteristics: First Order Variables

Information concerning the mother's primary support network was obtained by having her list and describe her most important relationships. Therefore, only the persons with whom the mother has fairly close relationships were included in the analysis of her support network. Additional information was gathered concerning the mother's relationships (supportive and non-supportive) within the workplace; however, these will not be discussed here, although some mothers included co-workers in their primary network. Several aspects of the mother's primary support network were investigated, and these include: (a) number in network, (b) interconnectedness or density of network, (c) network limitations, (d) whether the network was "boyfriend" centered (the term used by our respondents), and (e) the type of support network.

The mothers' primary networks ranged in size from three to 17 persons, with a mean of 6.07 and median of 5.56 persons. The interconnectedness of the networks was assessed as being either Very Connected, indicating that most of the network members know and interact with one another regularly; Moderately Connected, indicating that approximately half of the network members know and interact with one another; or Loosely Connected, indicating that very few of the members know each other. Most of the mothers have either moderately or very connected networks, 30% (9) having very connected networks, 43% (13) having moderately connected networks and 27% (8) having loosely connected networks.

Limitations of the network were also assessed, and this refers to limitations in the variety of members included. A network consisting primarily of either co-workers, family members, long-term mutual friends of the ex-spouses or persons living in another city were considered to be very limited. Three levels of network limitations were determined: 60% (18) of the mothers were judged to have very limited networks, 30% (9) were judged to have somewhat limited networks, and only 10% (3) were judged to have diverse primary networks. Nine (30%) of the women were also found to have social lives that revolve primarily around their relationships with their boyfriends. Even though the mothers and their boyfriends were not cohabiting, some seemed to be in the process of establishing a new traditional two-parent family. However, in several cases in which mothers have boyfriend-centered networks, the boyfriend

was not acting as a surrogate father, but the mother's relationship with him was the primary relationship in her life, outside of that with her children.

In addition to the previously mentioned aspects of the social networks, information was gathered about each network member, including: length of time acquainted, emotional closeness, frequency of interaction, types of shared activities, age, sex, marital status, and city or neighborhood of residence.

2. Type of Social Support Network: Second Order Variable.

Three types of social networks were readily identified: Family-Centered, meaning those in which most of the primary network members are members of the mother's family of origin, and typically only one or two non-family members were included; Friend-Centered are those networks in which the majority of members are friends of the mother and only one or two family members are included who are in contact infrequently; and Mixed networks which include a nearly equal mix of friends and family. There were eight (27%) mothers who reported that their networks were Family-Centered, another 27% (8) reported Friend-Centered networks and 47% (14) were found to have Mixed networks. There were really no clear ethnic differences with regard to type of support network. However, Anglo women reported more Family-Centered networks (40%) and fewer Mixed networks (30%) than either the Black or Mexican American women.

The various aspects of the support networks were found to have modest intercorrelations, yet can be considered to be independent factors. The Family-Centered networks ranged in size from 4 to 11 members ($\bar{X}$ = 6.0) and were more likely to be moderately to very interconnected. The Friend-Centered networks, on the other hand, were found to be somewhat smaller ($\bar{X}$ = 4.75) and ranged in size from 3 to 9 members; they were also revealed to be somewhat more loosely connected than the other types. The Mixed networks ranged in size from 3 to 17 and, with the one extreme case eliminated, averaged 6.08 members. The three levels of interconnectedness were distributed among network types as expected by chance. Although other factors besides whether members were either family or friends were considered in assessing the limitations of the networks, type of network and level of limitations present in the network were closely related. All but one (88%) of the Family-Centered networks were found to be very limited with regard to variety of members, and 63% (5 of 8) of the Friend-Centered networks were also found to be very limited, while 43% (6 of 14) of the Mixed networks were judged very limited.

3. Type of Network and School Involvement.

Three aspects of primary support networks were found to be significantly associated with mothers' school involvement. It was

found that the mothers who have Mixed networks were much more likely to be highly involved in their children's schooling; 78% (7 of 9) of the mothers with a high level of school involvement have Mixed networks and none of the mothers with a low level of school involvement have Mixed networks (Kendall's Tau c = .40, p = .008). The Family-Centered and Friend-Centered networks appear to be equally associated with school involvement, with 43% (7 of 16) of the mothers in these types of networks having low involvement in school (see Table 6).Given the close relationship between network type and limitations of the network, it is not surprising that limitations were also found to be related to school involvement. And, of course, the more diverse the support network, the higher the mother's school involvement (Kendall's Tau c = .253, p = .054).

While it appears that having a more diverse, Mixed network provides the most support for the divorced mothers, the size of the network alone permits modest predictions of the mother's school involvement. Mothers with low levels of school involvement report smaller networks regardless of the type of network in which they are members. That is, while mothers with low school involvement are only found to be members of either Family-Centered or Friend-Centered networks, the smaller these networks, the less likely they are to participate in school-related activities. The mothers with low school involvement report primary networks which average 4.6 members, relative to 6.6 and 6.4 members for medium and high involvement in school mothers, respectively. While the mothers with various levels of school involvement do not differ significantly with regard to size of networks, size and type of network appear to have somewhat cumulative effects upon the mother's school involvement. Whether the mother's network is boyfriend-centered appears to have no relation to her level of school involvement.

4. Fathers' Involvement in Children's Education

The level of the father's school involvement was determined using a similar procedure to that used in assessing the mother's level of school involvement. However, the levels are not comparable. Only 17% (5) of the fathers were directly involved in the children's school activities. Since so few fathers were directly involved, low involvement was used to indicate any level of interaction with school personnel or assistance with homework; medium involvement indicates that the father attended a few school functions and assisted with homework; and high involvement indicates that the father regularly attended school functions and assisted with homework. Of the five fathers involved in school-related activities, one was judged as having a low level of involvement, two were judged as having a medium level of involvement and two were judged to have participated in school activities at a high level. Three of these five fathers who participated in school activities are Black. With so few fathers directly involved in

TABLE 6

MOTHERS' INVOLVEMENT IN SCHOOL AND TYPE OF SUPPORT NETWORK

Mother's School Involvement	Type of Network			Row Total
	Family Centered	Friend Centered	Mixed	
Low	3 (43%)[a]	4 (57%)[a]	0 (00%)[a]	7 (23%)[b]
Medium	4 (29%)[a]	3 (21%)[a]	7 (50%)[a]	14 (47%)[b]
High	1 (11%)[a]	1 (11%)[a]	7 (78%)[a]	9 (30%)[b]
Column Total	8 (27%)[b]	8 (27%)[b]	14 (46%)[b]	30(100%)[b]

Kendall's Tau c = 0.42, p = .004

[a] percent of mothers' school involvement group
[b] percent of total group

school-related functions, no interpretations or analyses were attempted using this measure.

When the definition of father's involvement in education was broadened to include other factors related to a child's formal education, it was found that approximately half (47%) of the fathers are involved in their children's education in some manner. Factors included in the assessment of educational involvement in addition to those assessed for school involvement are: encouragement to study, monetary rewards for acceptable grades, saving for child's college expenses, and discussing children's present schooling and future educational plans with the mother. Four levels were used to describe the father's involvement in education. No involvement is simply total lack of involvement in education. Low involvement in education indicates that the father, at minimum, encourages his children to study and/or pursue higher education or discusses the children's education with the children's mother. A medium level of involvement suggests that the father actively engages in some type of activity directly related to the school, such as homework or attending school functions. A high level of educational involvement indicates that the father engages in several educationally-related activities, school-related activities, and planning/saving for children's college education.

Using this broader definition of educational involvement, 53% (16) of the fathers were found to have no involvement in their children's education, 20% (6) were judged to be involved at a low level, 13% (4) were judged as having medium educational involvement, and the remaining 13% (4) were judged to have high levels of educational involvement. Overall, the non-custodial fathers of interest for this sample were reported to have very little involvement in their children's schooling and education relative to the custodial mothers. Of course, as throughout this report, it must be remembered that all of the data regarding the fathers' involvement with the children was obtained through interviews with the mothers, and, doubtless, interviews with the fathers could yield somewhat different results.

As would be expected, fathers with higher overall involvement in their children's lives were found to be more involved with the children's school and education. In addition, fathers whose ex-spouses have low levels of involvement in their children's schooling are reportedly more likely to participate in some manner in the education of their children. The parents appear to be sharing the responsibilities of overseeing their children's education in the families in which the mothers have low school involvement and discipline problems with their children. While only 39% (9 of 23) of the fathers whose ex-spouses have medium to high levels of school involvement are involved in their children's education to some extent, 71% (5 of 7) of the fathers whose ex-spouses have low school involvement are involved in their children's education in

some manner (see Table 7).

5. Other Adults' Involvement in Children's Education

Mothers were also questioned about the nature and level of other adults' (other than the children's father) participation in educationally related activities. Just as for the assessment of the father's educational involvement, many behaviors and activities other than those directly related to school were considered when determining the level of the educational involvement of other adults. The education-related activities in which other adults were found to be involved include: (a) assisting with homework, (b) attending school functions such as plays, concerts and parties, (c) encouragement to study, (d) encouragement to attend college, and (e) saving money for children's college education. The level of other adult participation was determined for each family and four levels were generated: none indicates that no other adult participates, low involvement indicates that other adults are only involved to the extent that they encourage the children to study; medium involvement indicates that one or two persons are involved in education-related activities, and high involvement indicates that two or more persons are involved in two or more education-related activities.

Assisting with homework was the education-related activity most commonly engaged in by other adults, and 12 (40%) of the families reported that others assisted with homework. Encouragement to study was reported by eight (27%) of the mothers to be an activity in which other adults participate; of course, five of these eight families also reported that others assisted with homework as well as promoted studying. Four (13%) of the families reported that other adults attend school functions, typically those in which the child is performing. Only one mother reported that some other adult encourages her child to attend college and one other mother reported that another adult is planning to assist the mother in meeting the child's college expenses. Considering all types of education-related activities, 67% (20) of the mothers reported that at least one other adult is actively participating in the child's education in some manner. In terms of the level of other adult involvement in education, 33% (10) of the mothers reported no other adult participation in education, 13% (4) reported low levels of other adult involvement, 47% (14) of the mothers reported medium levels of other adult involvement and 7% (2) revealed that other adults are involved at a high level in their children's education. Overall, then, slightly more than half of the mothers reported that at least one other adult is actively involved in some school related activity such as homework or school functions.

In contrast to the relationship between the mother's school involvement and the father's level of involvement in education, the mothers who report medium to high levels of other adult participa-

TABLE 7

FATHERS' INVOLVEMENT IN CHILDREN'S EDUCATION
BY MOTHERS' SCHOOL INVOLVEMENT

Mother's School Involvement	Father's Involvement in Education				
	None	Low	Medium	High	Row Total
Low	2 (28%)[a]	3 (43%)[a]	0 (00%)[a]	2 (28%)[a]	7 (23%)[b]
Medium	7 (50%)[a]	3 (21%)[a]	2 (14%)[a]	2 (14%)[a]	14 (47%)[b]
High	7 (78%)[a]	0 (00%)[a]	2 (22%)[a]	0 (00%)[a]	9 (30%)[b]
Column Total	16 (53%)[b]	6 (20%)[b]	4 (13%)[b]	4 (13%)[b]	30 (100%)

[a] percent of mothers' school involvement group
[b] percent of total group

tion in education-related activities are more likely to be themselves highly involved in their children's education. Of the low involvement in school mothers only 29% (2 of 7) experience medium to high other adult involvement in their children's education; 50% (7 of 14) of the mothers with a medium level of school involvement have other adults who participate at a medium to high level, and 78% (7 of 9) of the mothers with a high level of school involvement are assisted by other adults to a medium to high level (see Table 8). Therefore, it appears that while some mothers and fathers may share the responsibilities for overseeing their children's education, the help of other adults appears to encourage the mother's participation in school-related activities.

A few mothers reported that sometimes other adults, either family or friends, would attend school functions which they were unable to attend because of their work schedules. Yet, it appears that help and support from other adults, including family, encourages mothers to be actively involved in their children's schooling instead of replacing them in that role, as could be easily expected. This is the case in which the support network stimulates the enactment of a role instead of pre-empting it.

TABLE 8

OTHER ADULTS' INVOLVEMENT IN CHILDREN'S EDUCATION
BY MOTHERS' SCHOOL INVOLVEMENT

Mother's School Involvement	Other Adults' Involvement in Education			
	Low/None	Medium	High	Row Total
Low	5 (36%)[a]	7 (50%)[a]	2 (14%)[a]	14 (47%)[b]
Medium	2 (14%)[a]	6 (43%)[a]	6 (43%)[a]	14 (47%)[b]
High	0 (00%)[a]	1 (50%)[a]	1 (50%)[a]	2 (06%)[b]
Column Total	7 (23%)[b]	14 (47%)[b]	9 (64%)[b]	30 (100%)

[a] percent of mothers' school involvement group
[b] percent of total group

D. MOTHER-CHILD RELATIONSHIPS IN SINGLE (DIVORCED) PARENT FAMILIES

1. Assessment of Mother-Child Relationships: First Order Variables

The relationships with children as they are perceived by mothers are described in this section. Although information was gathered regarding the history of these relationships, it will not be addressed in detail. This study is an exploration of single parenting rather than divorce and post-divorce adjustment. Most of the women had been separated/divorced for over two years and are assumed to have had adequate time to establish a new family organization at the time of the interviews.

Many aspects of the relationships between the mother and her children were investigated, and the following first order variables emerged from the coded data as most relevant to understanding mother-child relationships and family functioning:

a. Quality of Communication Mothers' descriptions of communication between herself and her children and the mothers' own assessments of how satisfactory that communication is provided the data with which to make the assessment of mother-child communication quality. Reports on how open and intimate the communication, whether one-way or two-way, and the frequency of such communication were considered in making this assessment. Four levels of quality were established: Very Open, Open, Somewhat Closed, Very Closed.

b. Activities Shared The number and frequency of activities the mother and children share were explored. Four levels which incorporate both the frequency and variety of activities were distinguished: Very Many, Many, Few, and Very Few.

c. Degree of Control Mother Exercises Over Children The degree of control or authority which the mother exercises over her children and how the children respond to attempts to maintain orderly interactions and functioning within the home were considered in this assessment. The mother is described in terms of her authority over her children as being: Firm, Rigid, Inconsistent, Challenged, or Weak.

The Firm mothers act as the ultimate authority regarding children's activities, yet consider the children's wishes and share some of the decision-making regarding household tasks and recreational activities with them. The mothers who exercise Rigid control set down strict rules for the children to follow and make decisions with little input from the children. The mothers with Inconsistent authority are often ambivalent about how authoritarian they should be regarding rules and disciplining. The Challenged mothers are attempting to maintain control within the home by behaving in an authoritarian manner, yet the children are rebelling

against their rules. Mothers with Weak authority do not attempt to control their children, as they rely heavily on the children for making decisions and for making contributions to the household management. Of all the aspects of the mother-child relationship which were investigated, it is the degree or type of authority that mothers exercise with their children which most singularly defines the overall mother-child relationship.

d. Level of Conflict simply refers to the degree of conflict in the relationships mothers have with their children. The levels of conflict are described as: Very Low, Low, Moderate, and High.

e. Child(ren)'s Resistance to Mother's Activities. This measure indicates whether mothers are able to engage in activities separate from children and to have their "own lives" without considerable resistance from children. The levels of resistance which were distinguished are: Very Low, Low, Moderate, and High.

f. Child(ren)'s Contribution to Household Management The household tasks for which each member was responsible were determined. This allowed a categorization of the relative importance of each member's contribution to total household management. The level of contribution to household management was assessed for each household member and the levels derived are: Very Little, Minor, Major, and Total. A rating of Very Little indicates that the person only cares for his/her own room, belongings, or pet. A rating of Minor indicates that the person has regular duties beyond cleaning his or her own room, such as washing dishes, cleaning another room, or sweeping and dusting the house. A rating of Major indicates that the person has responsibility for cleaning several rooms, regularly cooks some meals, or does the family's laundry. A rating of Total was only assigned when the person takes care of all household tasks with the exception of very simple tasks such as making one's own bed or straightening one's own belongings.

g. Mother's Perceptions of Her Parenting. Each mother was asked to describe what she did well as a parent and what aspects of her parenting she would like to improve. With this information it was possible to determine whether the mother was comfortable with her parenting style and skills. Mothers' perceptions of the quality of their parenting is described as either: Very Satisfied, Satisfied, Dissatisfied, or Very Dissatisfied. In the descriptions of the types of mother-child relationships which follow, it will become clear that in some family types mothers feel responsible for parenting difficulties while others blame their children for the difficulties.

2. A Typology of Single Mother-Child Relationships: Second Order Variable

The seven aspects of mother-child relationships described above

were found to follow patterns in ways that described five rather distinct types of mother-child relationships. Each of these empirically derived types will be described below. They are outlined for quick reference in Table 9. Although the major factor in these types is the nature of the mother-child relationship, these relationships are so central to the functioning of the single parent family that we have chosen to refer to them as Family Types. It should be understood that they are meant as types of adaptations that single (divorced) families have made. They describe the nature of functioning at the present time, and cannot be considered unchangeable, either by time, personal development, or change in family composition, as new members are incorporated into the family and others leave.

The five types below are descriptions of family interactions and functioning, rather than descriptions of the relationships of any individual mother-child dyad.

a. Authoritative Mother In these families the mother exercises firm authority, but she is not authoritarian in her approach to discipline. She is not overly concerned with the children following her rules and children have input into family decisions regarding household tasks and recreational activities. Overall, the communication is open and two-way. Even though there are conflicts on occasion, these are relatively minor and brief and conflicts that are long-lasting are appropriate, given the developmental stages of the children. The mother expresses confidence in her parenting style and skills, but is not overly confident. The mother and child(ren) engage in many joint activities, yet the mother and children have their separate lives and activities which are not resisted. The children in these families tend to make minor contributions to the household management and typically will make major contributions only upon reaching adolescence.

b. Authoritarian Mother In these families the mother is very authoritarian and maintains rigid control over her children, and the mothers tend to report no or very few conflicts. Since the children are punished quickly and firmly in response to infractions of the rules, there are no openly admitted long-standing conflicts--they are not allowed. The mother and children participate in a few joint activities but the mother has a distinctly separate life from that shared with her children, and the communication is satisfactory but not very intimate. These mothers report that they are very confident about their parenting and even criticism from relatives and friends does not daunt their enthusiasm for their approach to childrearing. Relative to their age, the children typically contribute much to household management.

c. Inadequate Mother These families are characterized by minor discipline problems associated with undue anxiety and guilt on the part of the mother. The conflicts between the mother and

TABLE 9

TYPES OF FAMILY RELATIONSHIPS
(Mother and Children Only)

Family Type	Average Age of Oldest Child	Communi-cation	Activities Shared	Mother's Control	Conflict	Resistance to Mother's Activities	Children's Contribution to Household Management	Mother's Perception of Her Parenting
Authoritative Mother	10.2	Open	Many	Firm	Low	Low	Minor	Satisfied
Authoritarian Mother	9.4	Somewhat Closed	Few	Rigid	Very Low	Very Low	Minor	Very Satisfied
Inadequate Mother	10.5	Somewhat Closed	Many	Inconsistent	Moderate	Moderate	Very Little	Dissatisfied
No Control Mother	13.0	Very Closed	Very Few	Challenged	High	High	Minor	Very Dissatisfied
Dependent Mother	10.0	Very Open	Very Many	Weak	Very Low	Very Low	Major	Very Satisfied

children are of moderate intensity, yet the mother responds to these conflicts with self-doubt and confusion about her role as mother and disciplinarian. These mothers typically have conflicts within themselves about how authoritarian/egalitarian they should be. They exercise inconsistent authority over their children. The mother and children share many activities together, yet the mother expresses guilt over the lack of time she devotes to her children. In addition, these mothers report that they are not satisfied with the communication between themselves and the children, usually stating that the children do not confide in her. As a group, these mothers are trying very hard to be "good" mothers, however, they are unsure about their parenting abilities.

d. No Control Mother In these families, conflict predominates in the interactions between the mother and the children. The mother is attempting to maintain control by being authoritarian in her discipline, but her authority is continually being challenged by the children. The children are rebelling against the mother's authority and are attempting to exercise their own control in the relationships with their mother. Usually the mother is trying to have her own life separate from the children and is managing to engage in separate activities, but her activities are strongly resisted. As would be expected, communication is poor with little directness and openness. The children do not contribute much toward household management and this is typically a source of contention between the mother and children.

e. Dependent Mother In these families the mother relies heavily upon the children for assistance in managing the household, and frequently relies on the children for advice in personal matters. The mother and oldest child are typically confidantes and have very close, two-way communication. Correspondingly, there are few or no conflicts present in these relationships as the mother and child(ren) are very interdependent. The mother reports that there is little need for discipline as a result of their unusual interdependence, and her authority in the home is rather weak. The mother and children engage in very many joint activities and the mother seldom does anything without involving the children.

Most of the mother-child relationships in this sample of divorced working women appear to be healthy with concomitant good overall family functioning. However, those mothers and children in the No Control families would likely need intervention by a professional to improve their relationships within the family. Mothers in the Inadequate Mother families would likely benefit from parenting education. And the mothers and children in the Dependent Mother families could be predicted to experience difficulties later, given the intensity of their interdependence.

Based on the first order variables, the type of family organization of each of the 30 families was determined. Eleven of the

families (37%) were classified as Authoritative Mother family type. The remaining families were more or less equally distributed among the other types. Five (17%) of the families were classified as Authoritarian Mother family type, and six (20%) were classified as Inadequate Mother family type. Five (17%) families were classified as No Control family type, and the remaining 10% (3) were classified as being Mother Dependent family type.

3. Ethnic Differences

Overall, Anglo mothers appear to be having the most difficulty in their relationships with their children; they are overrepresented among the Inadequate Mother and No Control family types; 60% (6 of 10) of the Anglo mothers warranted one of these classifications which are characterized by conflict and discipline problems. Black mothers appear to have the fewest difficulties with their children, particularly with regard to discipline. Tight, authoritarian control is overly represented among the Black mothers, with 40% (4 of 10) reporting highly authoritarian behavior toward their children.

In general, these Black mothers seem to have different ideologies and techniques regarding childrearing, and their strong emphasis on obedience is the most distinctive difference noted in this analysis. Those Black women who do not profess a belief in strict discipline involving corporal punishment often reported conflicts about how authoritarian/egalitarian they should be and reported receiving criticism from friends and relatives regarding their leniency. However, some of the Black women who are exercising tight control over their children also reported that relatives and friends are critical of their childrearing.

It appears that comments from friends and relatives regarding her childrearing are more common, more acceptable and not as disturbing to the Black mothers. However, the Black women usually reported that they simply do what they want in terms of childrearing and disregard comments from relatives and friends. Overall, they revealed more confidence in their childrearing practices.

The Mexican American mothers also appear to have fewer problems with their children than do the Anglo mothers, but their families are more likely to be of the Authoritative Mother family type in which there is less reliance on rigid rules and strong discipline. Only 20% (2 of 10) of the Mexican American families were classified as either No Control or Inadequate Mother family types, which are the family types experiencing the most discipline problems and conflicts.

4. Mothers' School Involvement

The level of mothers' school involvement was found to be

associated with family type. As might be expected, the clearest association between school involvement and family type was found for the No Control families. Nearly all (80%) of the No Control Families have mothers with low levels of school participation.

It is understandable that in families experiencing frequent conflicts and little cooperation the mother will have less time and energy to devote to school activities. However, it is not the extra time spent on household activities, but rather the energy drained by conflicts about children's lack of participation in household tasks which appears to be related to their lack of involvement in educational activities. Since communication between mothers and children in these families is quite poor, it is doubtful that these mothers are even as aware of their children's school activities as are the other mothers.

No Control families are also distinct from the other types in terms of the children's ages. The No Control Families are much more likely to have teenage children, and the effects of the sturm and drang of adolescence are well known. From examination of data pertaining to families' parent-child interactions prior to and immediately following the divorce, however, it is clear that they were experiencing difficulties prior to the children's adolescence. Therefore, this type of family can be viewed as a distinct type rather than as a family experiencing transition or the stresses of normal developmental stages of its members. On the average, these mothers have been divorced/separated for 4.2 years.

The family type having the greatest proportion of mothers with high levels of school involvement is the Authoritarian Mother type; 60% of these mothers have a high level of school involvement. Children are more likely to make above-average contributions to household management relative to their ages. In our sample, families classified as Authoritarian Mother family type differ from the other families with regard to the children's ages. These families tend to have younger children, with the average age of the oldest child in these families being 9.4 years as compared to 10.3 years for the total sample. The younger ages of the children may, in part, explain why the tight, authoritarian control is working in these families.

Since these mothers are not having discipline problems or ongoing conflicts with their children, it is predictable that they would at least have more time and energy to devote to school activities. As indicated for the No Control families, it does not appear that the actual amount of the children's contribution to household tasks is particularly relevant in explaining mothers' availability for school participation. The Authoritarian Mother families tend to have younger children who do not typically make major contributions to household management. Yet the mother does

not expect much contribution from them because of their ages, and there are fewer conflicts surrounding their participation in household tasks. Thus, it seems that conflict surrounding children's household participation is a better predictor of the mother's school-related involvement than is the amount of responsibility for household management carried by the mother. In addition, families classified as Authoritarian Mother have been separated/divorced for an average of 5.8 years and have had adequate time to establish a smoothly functioning household.

Families classified in the remaining family types (Mother Authority, Inadequate Mother and Mother Dependent types) were found to have rather similar levels of school involvement, with approximately one-third of these mothers engaging in school activities at a high level. Some general observations with regard to these other types of families and the mother's level of school participation are worthy of discussion. The Mother Authority mothers, who have few problems with their children, have somewhat higher participation in school-related activities than does the average sample mother. This finding simply reinforces the belief that family functioning is clearly related to mother's ability and/or availability for school-related activities, although this rather expected finding does not shed much light on which features of family functioning are most conducive to parental involvement in education.

The mothers in Inadequate Mother families were found to be somewhat less involved in school activities, as might be expected given their expressed anxiety and guilt and the discipline problems they tend to report. Mothers in Inadequate Mother type report moderate levels of school participation; while this is congruent with their strong desire to be effective parents, it demonstrates the effects of their problems in maintaining a harmonious family life.

Likewise, the Mother Dependent type families in the sample are characterized by mothers who have congruent levels of school participation. Their higher-than-average school participation may simply be a reflection of their overall high involvement and interdependence with their children, as mothers in this family type are very aware of their children's activities and are highly involved in all of their children's concerns. Mothers in this group were found to be very protective of their children while at the same time allowing them unusual degrees of authority in the home.

One of the mothers in this group recounted an incident when she demanded from the school principal and counselor that a teacher change her behavior toward her daughter. She claimed that the teacher embarrassed her daughter in class. This behavior appears to be typical of mothers in this family type. Though children take on unusually high levels of responsibility within the home and can be viewed as being more self-sufficient than children in the other

families, the mothers are quite protective. It seems apparent that in these families the success of the children, whether in school or elsewhere, is perceived by the mother as indicative of her own and her family's success. Thus, the high level of school involvement on the part of these mothers may be in response to different motivators than are at work within the other families. (See Table 10 for a presentation of the findings regarding the association between family type and school involvement.)

5. Family Types and Mothers' Employment

Just as the family functioning and styles of mother-child interaction were found to be closely related to the mother's level of school involvement, the family relationships were also found to be of considerable importance with regard to the mother's work-related attitudes and behavior. In this section, how Family Type is related to commitment to work role, job stress, job satisfaction, and mothers' additional part-time employment will be discussed. In addition, other factors related to employment, such as how mothers contend with family-related stressors at work and how they cope with work-related stresses at home will be examined.

a. Family Type and Mother's Career Involvement Table 11 shows that family type is clearly associated with mother's level of involvement in her career. The Authoritarian Mother type reveals the most career involvement, and this may partly explain why these mothers maintain such close and rigid control over their children. Maintaining strict control over their children's behavior possibly allows them to participate more actively in their careers without interruptions due to family problems. None of the other family types revealed particularly high career involvement. The Authoritative Mother family type mothers and the Dependent Mother family type mothers reveal the lowest levels of career involvement. The Authoritative Mother family type mothers were more likely to have a desire to be at-home mothers. They also maintain the most harmonious relationships with their children without excessive strictness, rigidity of rules or high household participation on the part of the children.

Families experiencing problems in the mother-child relationships are less likely to demonstrate high career involvement. Yet they express no great desire to be at-home mothers. One possibility is that high conflicts within the home prevent a mother from becoming very involved in her career. As one mother stated, it might be easier to build harmony within the family if she had more time to spend at home and with her children. Since several mothers in the No Control family type were at-home mothers prior to divorce, and the problems within the family date back to the time of the marriage, it is somewhat doubtful that this would be true if they were to become at-home mothers again.

Table 10

MOTHERS' SCHOOL INVOLVEMENT
AND FAMILY TYPE

Mother's School Involvement	Family Type: Authoritative Mother	Authoritarian Mother	Inadequate Mother	No Control	Dependent Mother	Row Total
Low	1 (14%)[a]	1 (14%)[a]	1 (14%)[a]	4 (57%)[a]	0 (00%)[a]	7 (23%)[b]
Medium	6 (43%)[a]	1 (07%)[a]	4 (29%)[a]	1 (07%)[a]	2 (14%)[a]	14 (47%)[b]
High	4 (44%)[a]	3 (33%)[a]	1 (11%)[a]	0 (00%)[a]	1 (11%)[a]	9 (30%)[b]
Column Total	11 (37%)[b]	5 (17%)[b]	6 (20%)[b]	5 (17%)[b]	3 (10%)[b]	30 (100%)

[a] percent of mother's school involvement group

[b] percent of total group

However, it is significant that mothers in the No Control family type perceive that working full time hinders their ability to get along well with their children. They may rationalize their unsatisfactory relationships with their children by blaming the family problems on their working full-time outside the home. Since this is their perception of the relationship between working and family life, it is understandable that they would feel reluctant, if not guilty, about actively pursuing career goals.

Family types characterized by discipline problems, the No Control and Inadequate Mother types, reveal moderate levels of career involvement. Both groups reported conflicts regarding effects of their working on family life. Yet, possibly because of their somewhat stressful home lives, these mothers want to be employed outside the home. Some of these mothers indicated a general preference for mothers to be at home and not work. But for themselves, they felt that working outside the home provides them a source of self esteem which has a positive effect on their relationships with their children.

TABLE 11
FAMILY TYPE AND MOTHER'S CAREER INVOLVEMENT

	Career Involvement			
	Low	Medium	High	
Authoritative Mother	45%[a](5)	36% (4)	18% (2)	100%
Authoritarian Mother	20% (1)	0% (0)	80% (4)	100%
Inadequate Mother	17% (1)	83% (5)	0% (0)	100%
No Control Mother	20% (1)	60% (3)	20% (1)	100%
Dependent Mother	67% (2)	33% (1)	0% (0)	100%

[a] percent of Family Type

b. Family Type and Job Stress While examining relationships between the levels of stress mothers experience at their jobs and their family type, it became clear that for those women with high career involvement and very stressful jobs, maintaining authoritarian control with the children was important. While only 40% (12) of the total sample perceived their jobs as as very stressful, 80% (4 of 5) of the Authoritarian mothers viewed their jobs as being very stressful. In addition, three of the four Authoritarian mothers with stressful jobs also have high career involvement. The mothers in the Authoritarian Mother families report that they and their children are are functioning quite well even though the mother is experiencing considerable stress on the job and is highly

involved in her career. It may be that maintaining an authoritarian role with the children allows the mother to withstand her job stress and remain involved in her career.

It is very interesting that most (60%) of the No Control mothers reported very little stress in their jobs. While these mothers are moderately involved in their careers, most do not have to contend with added stressors from the workplace. Whether these women have made a conscious effort to secure non-stressful employment is unclear at this time. However, as mentioned in the section on School Involvement and Working Conditions, women employed by the banks are more likely to be dissatisfied with their jobs if they are not stressful. All of the mothers in No Control families who are employed in banks reported that their jobs are not stressful and that they are satisfied with their jobs. It seems consistent for these women to find stress-free jobs, which although may not be particularly challenging, to be satisfying overall, since they experience unusual degrees of stress in their home lives.

One of these bank employees who is having conflicts with her children (and is a college graduate) stated that she could pursue a higher position (that of bank officer) but is unwilling to endure the stress involved. She also expressed regret about not having achieved more in her career but appeared certain that she did not want the increased stress in her life.

c. Family Type and Job Satisfaction Just as job satisfaction was not directly related to the level of mothers' school involvement it was not found to be directly related to family functioning. Approximately 37% of the total sample viewed their job as dissatisfying. The only family type which was found to be related to job satisfaction is the Authoritarian Mother type.

In relation to family type, it is the Authoritarian mothers who, as a group, are experiencing the most frustration with regard to their employment. They tend to be highly motivated to achieve in their careers, and yet, have stressful and dissatisfying jobs. However, it must be pointed out that these women report they have well-functioning family lives, and this may be due to their authoritarian control.

d. Family Type and Mother's Additional Part-Time Employment. As indicated before, mothers with high career involvement were more likely to have part-time jobs in addition to their regular employment. With regard to family type, it was found that mothers in the Authoritative Mother families were least likely to have additional part-time employment. Since these mothers tend to believe that their children would benefit from having a stay-home mother, it is consisten for them not to engage in extra hours of work.

While only 9% (1 of 11) of the Authoritative mothers has an additional job, 40% (4 of 10) of the mothers in Inadequate Mother and No Control families are working part-time in addition to their regular employment. While the added stress of a second job would adversely affect the relationships in these families, there is not clear evidence to support this. Since these women also exhibit only moderate levels of career involvement and are working primarily to increase their income (rather than to advance in their careers), it appears that financial responsibilities may be adding to their family stress rather than high career involvement.

e. Interactions of Work, Family Type and School Involvement

While the Authoritarian mothers seem better able to cope with their stressful jobs because of the tight control maintained, mothers in the No Control families appear to be managing their family-related stress by consciously separating work and family life. While 40% (12) of the women sampled indicated that family concerns affect them adversely at work, only 20% (1 of 5) of the mothers in No Control families revealed that their family concerns affect them while at work.

This is particularly significant since these mothers have frequent conflicts with their children and are heading the most troubled families in the sample. In discussing how they cope with family-related problems while at work, women in No Control families tended to report that they have learned to separate family lives from work lives and feel that this is a necessary strategy.

The fact that mothers in No Control families feel a need to separate their work lives from family lives appears to help explain why they have low levels of school involvement. Many school activities in which their children participate require parents to schedule time for school activities around their work schedule. Though some women in the sample cannot leave their jobs unless there is an emergency, most of the women who work in banks do not have these rigid constraints. However, all of the bank employees with low school involvement are experiencing many conflicts with their children and all report that family concerns do not affect them adversely at work. Their strategy for dealing with family stress while at work is to forbid themselves to think about or to attempt to cope with family problems while at the workplace. This distinct separation of family and work issues may prevent them from attempting to attend school activities occurring during the day.

Only two of the women who work for the phone company head No Control families. No conclusions can be drawn based on so few cases, yet it is important to note that only one of these women reports that family concerns do at times have an adverse effect on her work. She also reports a medium level of school involvement. The other woman employed by the phone company who is experiencing

many conflicts with her children has low school involvement and reports that family concerns have no adverse effect on her work.

In general, it can be said that women who are somewhat affected by family issues and concerns while at work are more likely to be involved in their child's school activities. While only 17% (1 of 7) of the mothers with low involvement in school report that family issues do affect her somewhat adversely at work, 67% (6 of 9) of the women with a high level of school involvement report occasional negative effects on their work due to family concerns.

In summation, it should be noted that mothers heading No Control families are not experiencing much stress at work and have only moderate levels of involvement in their careers. Yet, these mothers will not allow family concerns to inferfere with their work role. Stress in the family appears to be intense enough to require that it be totally confined to after-work hours lest it pervade their work environment as well and undermine their ability to perform on the job, the primary source of financial support for themselves and their children. All women heading No Control families express distress and concern about their problems with their children and are not just simply unmotivated to be good parents, such that they could easily "forget" their children while at work.

E. POST-DIVORCE FAMILY RELATIONSHIPS

1. Father-Child Relationships

The study proposed to investigate the relationships non-custodial fathers have with their children and the nature of ex-spousal relationships in terms of how they affect mothers' ability to participate in the education and care of their children. In this analysis, the fathers' relationships with their children were treated as both independent and dependent variables. That is, the factors which are associated with, and possibly determine, the nature of the father's relationship with his children were examined. Also investigated were the effects various father-child relationships have on the mother's involvement in the education and care of her children. The nature of the father-child relationship was examined as well as the frequency of interaction between the father and his children for its effects on the mother's ability to parent.

Likewise, the ex-spousal relationship was viewed both as an independent and a dependent variable, in that the determinants of the nature of the ex-spousal relationship and the effects various kinds of ex-spousal relationships have on the mother's ability to successfully educate and care for her children were given nearly equal consideration. It should be noted that many of the analyses of the father-child relationships and the ex-spousal relationships resulted in conclusions about associations, or correlations, of various factors. Findings which suggest a cause-effect relationship are usually considered to be tentative yet hopefully have considerable heuristic value.

A premise of this investigation of ex-spousal and non-custodial parent-child relationships was that the family which has experienced a structural change due to divorce continues to function as a family although the members' roles typically undergo changes. Therefore, none of the individual relationships, mother-child, father-child, sibling-sibling or mother-father, were ever thought of as existing in isolation or as being independent of any of the others. For pragmatic reasons, however, the relationships were analyzed separately, keeping in mind the interrelationships present, and were then viewed as being part of a system of relationships. This reasoning also applied when investigating relationships between the mother and her extended family, friends, co-workers, etc. Data regarding the father-child relationships and the ex-spousal relationships were limited to information obtained from the divorced mothers, and the following presentation of findings should always be considered in light of this limitation.

a. Assessment of Father-Child Relationships Mothers were questioned about the frequency of father-child interaction, the types of activities in which they engage, and their perceptions

regarding the quality of father-child relationships. The open-ended, semi-structured approach to questioning mothers allowed for an examination of the criteria the mothers used in assessing the quality of father-child relationships. It is the mothers' criteria which were then used to make comparative assessments regarding the level of fathers' involvement in their children's lives.

The following factors were repeatedly mentioned by mothers when discussing the quality of the father-child relationships: (a) frequency with which fathers visit, call, or write the children; (b) whether the fathers initiate contact with children; (c) the fathers' knowledge and/or awareness of children's activities, beliefs, and attitudes; (d) the type of roles fathers take when with the children--whether they discipline and teach socially appropriate behavior or simply visit and entertain their children; (e) the variety of activities in which the fathers' engage with children; and (f) whether the fathers pay child support.

b. Levels of Parent Involvement: Second-Order Variable. Four levels of father involvement were distinguished: An assessment of No Father Involvement indicates that the father does not communicate with the children at all and that he does not pay child support. Low Father Involvement indicates that the father only sees the children once or twice a year, knows little about the children's daily activities, and the mother generally views the relationship as inadequate or poor in quality. An assessment of Moderate Father Involvement indicates that the mother reported the father to be involved in a few areas of the child's life but not most, that he sees the children regularly but infrequently, that he pays child support at least periodically, that the mother's assessment of the quality of the father-child relationship is somewhat neutral, and that the father does not really assume a disciplinarian role with the children. High Father Involvement indicates that the father initiates contact with the children frequently, is involved in many facets of the child's life, pays child support regularly, assumes a fatherly role, and that the mother's assessment of the quality of the relationship is positive.

Of all the aforementioned criteria used by mothers, whether the father disciplines the children and tries to teach and guide them appeared to be the most central factors in the mothers' assessments of the quality of the father-child relationship. Therefore, only fathers who assume this role were rated as having high involvement with their children. Several mothers reported that their ex-husbands were friends with their children as opposed to fathers who discipline. The following quotes are typical of mothers whose ex-husbands do not take on a fatherly role:

> They're like friends, you know, rather than father and son, because D doesn't say a whole lot to him, and when he does it's like he's kind of kidding with him,

> and I think it's simply because he doesn't know how to be a father either, you know, he's never been one.
>
> And I had to tell him...R does not need a friend; R needs a father. I mean, he's got plenty of friends. He needs a father. You need to remember...you have to play that role...you have to show him that you are his father and that he does have to obey you.
>
> ...he's never really disciplined her, so when we're there in D, he's bending over backwards to make her happy, which usually doesn't consist of anything but him taking her to the candy store.

In making these comparative assessments of level of father involvement, frequency of interaction was not as primary as was the quality and nature of the relationship. The frequency with which the father communicates with the children might separate two levels, but, as expected, frequency of interaction and level of quality of the relationship were highly related. The criteria listed above were used as a general guide to rate the father's involvement with the children; all of the criteria did not have to be met to receive a particular rating.

Overall, father involvement with the children was found to be quite low for this sample. Only 20% (6) of the fathers were found to have high involvement with their children, 23% (7) were rated as having moderate involvement, 47% (14) were felt to have low involvement, and 10% (3) were found to have no involvement with their children. Ethnic differences were slight, but worth noting. The Anglo fathers were found to have somewhat lower involvement as a group; all of the fathers with no involvement are Anglo. Two of the Anglo fathers and two of the Hispanic fathers had been married to women from different ethnic backgrounds, and both of the Anglo fathers who had been married to Mexican American women currently have no involvement with their children. The two Hispanic fathers who were in mixed-ethnic marriages are currently involved with their children at low to moderate levels. With so few mixed-ethnic marriages in the sample no interpretation of these findings was attempted.

Even though this investigation was primarily exploratory, some biases should be considered when reviewing the findings. Only women who had been working with their current employer for at least a year were included in the study. This precluded our recruiting women who were highly unstable emotionally or financially dependent on others. Therefore, in this sample there is a predominance of women who are functioning within normal expectations. In contrast, many of their ex-spouses were either emotionally unstable, social deviants or had some debilitating personal problem.

Two of the fathers are currently in prison, and a third was in prison at the time of his child's birth. Two are apparently mentally ill based on the reports given by their ex-wives. Several others reportedly have alcohol and/or drug related problems.

As stated above, the correlates of fathers' involvement with their children were examined as well as the effects of their involvement on the mothers' parenting and their relationships with the children. The findings concerning the correlates of the fathers' involvement with their children will be presented first. The factors to be addressed include: father's current marital status, father's location, years divorced and length of marriage, mother's contact with father's family, and the nature of the ex-spousal relationship as it relates to father involvement.

c. Father's Involvement and Current Marital Status. Overall remarriage or cohabitation of the fathers was found to have little or no effect on their involvement in the lives of their children. However, there are some ethnic differences worth noting. While 40% (4) of the Mexican American fathers have remarried (and are currently married) and 40% (4) are cohabitating with a woman, only 40% (4) of the Anglo fathers and 30% (3) of the Black fathers have remarried or are cohabiting. Remarriage and cohabitation appear to have little effect on fathers' current level of involvement for Anglo and Mexican American fathers and only a slight positive effect on the involvement of Black fathers. Since the effects of remarriage and cohabitation were not investigated longitudinally, little can be said about the changes, if any, in the fathers' levels of participation in their children's lives due to their formation of a new nuclear family. While most mothers reported somewhat consistent levels of involvement of the fathers over time, a few mothers reported that his involvement with the children fluctuated depending upon whether he was (1) involved sexually/romantically with another woman and (2) whether he was attempting to reconcile with the mother. The first situation appears to decrease his involvement, whereas the second seems to increase his involvement with the children.

Four of the mothers (three Blacks and one Mexican American) are currently legally married to the children's father though all have been separated at least 2 years and have no plans to resume living with the children's father. (See Table 12 below for a breakdown of level of father's involvement with the children by his present marital status.)

d. Father's Location The examination of the father's current location and how this related to his involvement with his children produced rather surprising results. Most of the fathers currently reside in the state, with 30% (9) of the fathers residing locally, 50% (15) living in another city within the state, and 20% (6) living in another state. Of the fathers residing locally only 33%

TABLE 12

FATHER'S INVOLVEMENT AND HIS PRESENT MARITAL STATUS

Father's Involvement	Father's Present Marital Status			Row Total
	Remarried	Living with Woman	Unmarried	
None	1 (25%)[a]	1 (25%)[a]	2 (50%)[a]	4 (13%)[b]
Low	3 (23%)[a]	3 (23%)[a]	7 (54%)[a]	13 (43%)[b]
Moderate	3 (43%)[a]	2 (28%)[a]	2 (28%)[a]	7 (23%)[b]
High	1 (17%)[a]	1 (17%)[a]	4 (67%)[a]	6 (20%)[b]
Column Total	8 (27%)[b]	7 (23%)[b]	15 (50%)[b]	30 (100%)

[a] percent of mothers' school involvement group
[b] percent of total group

(3 of 9) were reported to have moderate to high levels of involvement with their children. In contrast, 48% (11 of 21) of the fathers living in another city or state were rated to have moderate to high levels of involvement in their children's lives. No conclusions can be drawn from these findings.

e. Father's Involvement and Years Divorced Fathers who were married a greater length of time and divorced when the children were older might be expected to have developed more attachment to the children and, thus, have greater involvement with their children post divorce. Fathers with No or Low levels of involvement were compared to fathers with Moderate to High levels of involvement relative to length of marriage and years divorced. The fathers with moderate to high involvement with their children were married to their ex-wives an average of 8.3 years and the fathers with no or low levels of involvement had been married an average of 8.0 years.

Length of marriage, and age of child at the time of the divorce, do not appear to be related to the father's current level of involvement. Likewise, the length of time which has elapsed since the divorce also appears unrelated to the level of father involvement with the children. Fathers with moderate to high involvement had been divorced for an average of 4.46 years and the fathers with no to low involvement had been divorced for an average of five years. Note that two of the fathers with low involvement are currently in prison and cannot be highly involved.

f. Father's Involvement and Mother's Contact with Father's Family of Origin Frequency of contact between mothers and their ex-spouses' families of origin was determined for the total sample because the mother's contact with her ex-in-laws seemed to promote father involvement in a few individual cases. Most (83%) of the mothers have at least occasional contact with the father's family of origin (typically the father's parents). Frequency of contact with ex-in-laws was rated as either none, occasional, or regular. Occasional contact indicates that the mother and the ex-husband's family are in contact one or more times a year, but not on a regular basis. Regular contact indicates that the father's family and the mother and/or children are in contact at specific times during the year; the children may spend one or more weeks with the father's parents or siblings during the summer or at Christmas and they are typically in contact on the children's birthdays and for other special occasions. Frequency of contact between mother and father's family is regular for 47% (14) of the sample and occasional for 37% (11). Only 17% (5) of the mothers have no contact with their ex-in-laws.

Frequency of mother's contact with ex-husband's family of origin breaks down by ethnicity as follows: 90% of Anglo mothers are in at least occasional contact with the fathers' families, 100%

of the Black mothers are in contact, and 60% of the Mexican American mothers are in contact with their ex-spouses' families.

Fathers' contact with their ex-wives' families was also determined. Very few (17%) of the fathers are in contact with their ex-in-laws. Black mothers and fathers reveal the highest frequency of contact with ex-in-laws. Only two fathers are in regular contact with their ex-wives' families of origin and they are both Black.

Divorce is more disruptive to in-law ties for Mexican American families as only 60% of the mothers have contact with ex-in-laws and none of the fathers are in contact with their ex-wives' families. The Mexican American mothers were more likely to report that their families continue to have hostile feelings toward their ex-spouses several years after the divorce.

For the total sample, frequency of mother's contact with the father's family was not related to the level of the father's involvement with the children. Approximately one-half of all the fathers' families are in regular contact with the mother and children. It was not uncommon for the father's family of origin to have more frequent contact with the children than the father himself. Many variations in the relationships between fathers, mothers and their families of origin were found. In a few instances mothers were in frequent contact with the fathers' families and the fathers' families were in contact with the mothers' families, yet the fathers rarely communicated with the mother or the children. In these cases, the fathers' families usually blame the fathers for the marital problems and the divorce.

In one Black family, the father is in frequent contact with the ex-wife's mother and sister, yet the mother seldom communicates with the ex-husband and will not discuss his behavior or life with her relatives. As mentioned before, in some instances the father's family of origin actively encourages the father to remain involved in his children's lives. In another case, a Mexican American mother continued to initiate contact with the ex-husband's family for three years following the divorce, even though the father had abandoned her and the children and had not contacted them during that time. Her ex-spouse's family failed to respond to her letters and attempts to communicate, and she finally resigned herself to the demise of her relationships with his family as well. Most mothers felt that it was very important for the children to remain in contact with the ex-spouse's family, particularly the grandparents, and the relationships were found to be reciprocal in most instances. Likewise, 90% (27) of the mothers in this sample indicated that they wished their ex-husbands were more involved in their children's lives. Of course, this might be biased data in that it was derived from interviews with the mother only.

2. Ex-Spousal Relationships

a. Assessment of Ex-Spousal Relationships: First-Order Variables Several characteristics of the ex-spousal relationship were examined to determine which factors were associated with the fathers' involvement with children and which factors affected mother-child relationships. The characteristics of ex-spousal relationships which were assessed include the following: (a) frequency and content of parental communication, meaning communication about childrearing/discipline problems, visitation arrangements, decisions regarding child's activities, child's schooling or educational plans, and other, general information about child's activities; (b) frequency and content of nonparental communication and interaction, which includes communication about mutual friends or family, personal information about present life, reconciliation, and whether ex-spouses participate in joint activities either with or without the children; (c) level of mothers' feelings of hostility, not necessarily expressed, toward the ex-spouses; (d) frequency and content of conflicts, and (e) the degree of attachment mothers feel for the ex-spouses.

b. Types of Ex-Spousal Relationships: Second-Order Variable Five types of ex-spousal relationships were identified for this sample of divorced women. These types do not necessarily represent combinations of the factors previously described but are simply abbreviated descriptions of the outstanding features of the ex-spousal relationship. These types are as follows: (1) Distant ex-spousal relationships, characterized by the mothers' expressed emotional distance from their ex-spouses and little or no communication between ex-spouses; (2) Friendship relationships, characterized by pleasant interactions with overall low levels of emotional involvement and low hostility; (3) Attached relationships, those in which mothers reveal above-average emotional involvement and high levels of caring with little hostility toward their ex-spouses; (4) Conflictual relationships, characterized by active conflicts and moderate to high levels of hostility; and (5) Romantic Fantasy relationships, characterized by mothers' pining for ex-spouses and unreciprocated desires for reconciliation.

In this sample, 40% (12) of the ex-spousal relationships were judged to be Distant, 20% (6) were judged to be Friendship, 10% (3) were judged to be Attached, 27% (8) as Conflictual and only one was judged to be best described as Romantic Fantasy. The nature of the ex-spousal relationships was determined by questioning mothers about their knowledge of ex-husbands' present lives and from descriptions of the quality of their relationships.

The only ethnic difference obvious in ex-spousal relationships is that the Mexican American women reported more Distant relationships (60%) than either Blacks or Anglos (30%). The higher frequency of Distant ex-spousal relationships among the Mexican

American women is consistent with the finding that fewer Mexican American men and women are in contact with their ex-spouses' families. Again, it points to the overall greater disruption of family ties that appears to occur in Mexican American families upon divorce.

c. Fathers' Involvement with Children The type of ex-spousal relationship was clearly related to the level of the fathers' involvement with their children. The more emotional attachment mothers feel for ex-spouses, the higher was their involvement in the children's lives. Consequently, the Distant relationships were associated with the lowest levels of participation on the part of fathers and the Attached relationships were associated with the highest levels of involvement.

The Conflictual ex-spousal relationships are interesting in that the father typically has above-average involvement with his children despite the fact that the mother and father are in active conflict. Apparently, it is not the level of hostility mothers feel toward ex-spouses that is of critical importance in relation to effects the ex-spousal relationship has upon father involvement with the children. There is no direct linear relationship between the level of hostility mothers currently feel, not necessarily expressed, toward ex-spouses and their level of involvement with children.

It appears that fathers' continued high involvement with their children promotes continued feelings of attachment by mothers for fathers, and that the greater attachment mothers feel, the higher the fathers' involvement. This relationship of ex-spousal attachment to father involvement was not found to lead necessarily to healthy, positive interactions between the parents and their children. The Conflictual ex-spousal relationships revealed a similar pattern of continued ex-spousal attachment and father involvement. In the Conflictual ex-spousal relationships there are also higher attachment and involvement levels between ex-spouses and associated higher father involvement, yet there are seemingly negative effects for all concerned.

Also related to level of fathers' involvement in their children's lives is the frequency of ex-spousal communication related to parenting. The level of parental communication was rated as either None, Very Low, Low, Moderate or High. As expected, the higher the frequency of ex-spousal communiction related to parenting issues, the greater was the father's involvement with his children.

Even more critical to fathers' involvement with children, however, is the relative frequency of parental communication to non-parental communication. When comparing fathers with low levels of participation in their children's lives to those with high levels

of involvement it is clear that they differ considerably with relation to the relative frequencies of parental and non-parental communication. The fathers with the highest levels of involvement tend to engage in some non-parental communication but at a low level. However, their parental communication with ex-spouses is high. All of the fathers with high involvement in their children's lives communicate with their ex-spouses about parental issues more than they do about non-parental issues. In contrast, only 43% (6 of 14) of the fathers with low involvement and 29% (2 of 7) of the fathers with moderate levels of involvement were found to have this relationship between parental and non-parental communication. Mothers whose ex-spouses are highly involved with their children are more likely to be emotionally affected by their relationship with the ex-spouse, yet they do not communicate about non-parental issues. All types of ex-spousal relationships are represented in the group of high involvement fathers. Whether the relationship is conflictual or hostile does not appear to affect the level of father involvement as long as the open conflicts between the parents revolve primarily around parenting issues. It is parents who engage in much non-parental communication relative to their level of parental communication who reveal lowered father participation in the children's lives.

The ex-spousal relationship typical of fathers with low involvement with their children is, again, no more likely to be hostile than that of the high involvement fathers. All types of ex-spousal relationships are represented in the group of low involvement fathers. However, non-parental communication between ex-spouses is either high or very low as opposed to the high involvement fathers who engage in some, but rather low, non-parental communication. It appears, therefore, that when parents engage in frequent parental communication relative to non-parental communication it is conducive to father involvement in the children's lives. When parents are highly attached with either many positive exchanges or many hostile exchanges surrounding personal issues, the father is less likely to be involved with his children. This is particularly true if the parents who continue to be very emotionally attached do not engage in equally high levels of parenting communication.

d. Family Types and Ex-Spousal Relationships The relative degree of parental and non-parental communication is also associated with the family type. Therefore, not only does a high level of non-parental communication relative to parental communication appear to affect adversely the father's level of involvement it also appears to affect the relationships between the mother and the children. Those mothers who are engaging in more parental communication than non-parental communication with their ex-spouses tend to report less conflict with their children.

While 55% (6 of 11) of the mothers in the Authoritative Mother family type engage in more parental communication than non-parental, only 20% (1 of 5) of the mothers in the No Control families engage in more parental communication with their ex-spouses. Likewise, the mothers in Authoritarian Mother families and those in Inadequate Mother families engage in relatively more parental communication than do the mothers in No Control families. As might be expected, none of the mothers in Mother Dependent families has any communication (parental or non-parental) with the ex-spouse.

The type the ex-spousal relationship was also demonstrated to be related to overall family functioning. While No Control families tend to be characterized by ex-spousal relationships in which there is greater non-parental communication as compared to parental communication, they are also characterized by Conflictual ex-spousal relationships. In 60% (3 of 5) of the No Control families parents are engaged in Conflictual relationships while only 20% (5 of 25) of the remaining families are characterized by Conflictual ex-spousal relationships. Again, it is the content of the conflicts (whether parental or non-parental issues) that is relevant to the quality of the interpersonal relationships. Those parents who are engaging in conflicts related to non-parental issues (high non-parental communication associated with Conflictual ex-spousal relationship) are more likely to have discipline problems with the children than those who are engaged in conflicts related to parenting. Correspondingly, those families in which parents are in active conflict regarding parenting issues as opposed to non-parental issues were much less likely to be experiencing mother-child relationship difficulties. The conflicts between ex-spouses revolving around personal, or non-parental, issues appear to be more intense and more destructive for mother-child relationships. These are families in which the ex-spouses are continuing to argue about issues arising from the marriage and divorce.

It appears that those mothers who retain hostile feelings toward ex-spouses but do not express these feelings or engage in conflicts with the ex-spouse are able to maintain successful relationships with their children. How the ex-spousal relationships affect father-child relationships is unclear from this data as only the mothers were interviewed. However, it appears that father-child relationships are affected similarly and that ex-spousal conflicts regarding non-parental issues also have an adverse effect on father-child relationships. (See Table 13 for a numerical presentation of the findings related to the ex-spousal relationship and the mother-child relationship.)

Table 13

PARENTAL VERSUS NONPARENTAL COMMUNICATION BETWEEN EX-SPOUSES BY FAMILY TYPE

	Parental and Nonparental Communication			
	Less Parental	Same	More Parental	% With More Parental Communication
Authoritative Mother	2*	3+	6*	55%
Authoritarian Mother	1	1+	3*	60%
Inadequate Mother	2	0	4**	67%
No Control	2**	2*+	1	20%
Mother Dependent	0	3+++	0	0%
	7	9	14	

*Each asterisk represents one Conflictual ex-spousal relationship.

+Each + represents one ex-spousal relationship in which there is no communication.

F. SUMMARY AND CONCLUSIONS

The convenience sample of single parent (divorced) families, not only met the basic sampling requirements in terms of ethnicity, job classifications and age of children, but also reflects a range of other conditions present in divorced families. The families are relatively healthy and functioning well, although the resources available to them to cope with life, in general, vary substantially. Judging from information gathered to provide a context for the exploration of their current status, it is clear that, for the most part, they consider that their current lives constitute a marked improvement over their former married lives. Many of the women sampled did not experience a dramatic drop in "available" income when they divorced, because of the instability of their ex-husbands' prior performance as providers. Factors contributing to this appear to have been either unstable work, or the husbands' tendency to spend a significant part of family income on alcohol and non-family related activities.

In many of these families, the women already were part of the labor force, thereby contributing a salary that was used to meet basic family needs. In the case of those women who had stayed home raising their children, there was a tendency for their husbands to have relatively high salaries. This allowed them to get a favorable divorce settlement, which included keeping their homes or buying another one. More often, though, husbands have continued supporting their children after the divorce.

Even though most women report that the quality of their lives has improved since divorcing and many have not experienced a significant decline in available income, financial hardships are, nonetheless, a continuing source of stress for them. Several women do not own automobiles in a city with inadequate public transportation, and few are able to accumulate any savings.

It is clear from data presented that, compared to Anglo and Mexican American women, the Black sub-sample of women married younger, had proportionally shorter marriages, and have been divorced proportionally longer. They are also younger and thus, tend to have younger children. They are the only group in which some of them share households with other adults (either family or housemates). Sharing expenses is an adaptation to the fact that, as a group, these women earn substantially less from their jobs (specially in the banks) and receive little help, if any, from their former husbands. This appears to explain why, overall, Black women are less satisfied with their jobs, have higher ambitions, and are more likely to be seeking advancement through education, training, and/or promotions, or by actively contemplating job changes in the near future.

Overall, the two types of workplaces used (phone company and

banks) are still characterized by the same differences found in the study of dual-earner families, in which the women were drawn from the same labor pool. Phone company jobs are better paying, their leave policies are more rigid, the level and frequency of stress is higher, and the women are less satisfied, overall, with their jobs. They continue to report greater difficulty in keeping in touch with their children during the day, and report more often being penalized for brief, unscheduled absences.

Because of the association found among dual-earner families between rigidity of leave policies and lower involvement in their children's education, a special effort was made to explore this phenomenon in the sample of single parent families. Surprisingly, this association was not replicated in the single parents sample. It had been expected that the absence of a second parent would intensify the unavailability of these mothers to be involved in their children's education, but that was not found to be true.

Overall, 77 percent of the mothers were judged to be moderately to highly involved in the education of their children. Although availability of a flexible leave policy was not associated with school involvement, other work-related factors were found to be important.

Women who reported a low level of school involvement were more likely to be experiencing frustration at work, mostly due to unmet expectations in terms of salary and/or advancement opportunities. Several of them can be described as feeling "underemployed." More often than the other groups, these women have sought part-time employment in addition to their regular jobs. This appears to be a way for them to increase their income, afford more education for themselves, or improve their chances for more satisfying/better paying jobs.

On the other hand, women who reported high involvement in their children's education were more likely to be either (1) bank women satisfied with their jobs and not career oriented, or (2) phone company women in high stress jobs. It appears that high stress and job dissatisfaction energizes women in this second group into becoming involved in their children's education. This could be both a way to make sure that the children will have a chance for better jobs when they grow up, and to compensate for dissatisfaction in their current lives.

Information about persons these mothers consider important in their lives--their social support networks--was examined to determine the role these networks play in mothers' school involvement. Having a diverse network, one which includes both family and friends, was found to be associated with higher school involvement. In addition, mothers who report low involvement in schools also report fewer people in their networks.

Specific questions about direct involvement in children's education on the part of other adults, including fathers, revealed that in 40 percent of the families children have some assistance with homework from other adults. Also, in 67 percent of the cases, other adults assisted in other, less-direct ways with the education of children. This assistance did not replace or make up for low levels of maternal involvement. Rather, it seemed to encourage and reinforce patterns of relatively high levels of involvement that these mothers had already established.

The role of a few fathers who were involved in the education of their children, on the other hand, appears to have had the effect of making up for a relatively lower level of maternal involvement. Whether this was a continuation of pre-divorce patterns or a post-divorce adaptation could not be ascertained with the available data.

A concerted effort was made in the analysis of data collected from these single parent families to find ways in which overall family functioning could be described. Examination of a number of first order variables led to the delineation of five family types.

The nature of mother-children relationships (in terms of communication, discipline, conflicts, and participation in family life) was the major focus of this assessment, but not the only one examined. Yet, mother-children interactions are so central that they greatly affect overall functioning of the family as a unit as well as individual members. This led to the choice of the more encompassing term "Family Types," instead of "Mother-child Relationship Types."

The labels used with these family types have been chosen to describe succinctly key traits found to color most of the interactions between mothers and their children. Although these types were derived empirically from this sample's data, they are thought to be descriptive of major forms of mother-child relationships. The only element making these types unique to divorced families is that they describe a family situation in which the father is permanently absent from the day-to-day family life.

When families in the sample were assigned to family types, Anglo families were found to be overrepresented among the Inadequate and No-Control Mother family types, where discipline problems and conflicts constitute a distinguishing trait. Black families, on the other hand, were more often classified as Authoritarian Mother Family types, which is characterized by rigid discipline and mother's satisfaction with a highly organized household. Most Mexican American families were classified as Authoritative Mother Family type, which is characterized by conflict-free, more egalitarian mother-child relationships. Only two of the Mexican American families reported conflicts and

discipline problems with their children.

When families in the sample were classified simultaneously by Family Type and by Level of School Involvement (two measures derived independently), those classified as No Control Family type were found to have low levels of school participation. Families classified as Authoritarian Mother Family type tended to be highly involved mothers, as were families classified as belonging to the Authoritative Mother Family type. These two types are characterized by a relative absence of conflict, tension, and relatively smooth functioning families.

Several connections were established between family types and specific work-related variables. Families classified as Authoritarian Mother Family type tended to have a high level of career involvement, while families classified as Authoritative and Dependent Mother Family types tended to have low career involvement. It appears that single mothers who maintain a high career involvement also rely more on highly structured and rigid behavior in the home as a general coping strategy to experience success both as a parent and as a worker.

Families classified as No Control Mother Family type are more likely to be in low stress, low pressure jobs. They seem to be managing their family-related stress by consciously separating work from family life. Since taking time off for school-related activities would constitute an invasion of family life into the work domain, they may simply avoid doing so in order to maintain this important coping strategy. Such behavior could explain their relatively low involvement in the education of their children.

Involvement in children's education requires communication, which is typically closed and tense in these conflict-ridden families. It must be emphasized that these families are concerned and distressed by their difficulties, and that these mothers are motivated to be the best parents possible. However, they may be simply striving to confine family-generated stress to after-hours in order to protect their ability to hold their jobs. This appears to be a necessity in order to help ensure the viability of their family units, as they are the primary and often the only providers.

Slightly less than half of the fathers described in this sample are in regular contact with their children. Examination of the correlates of fathers' involvement in their children's lives revealed that the nature and quality of the ex-spousal relationship is the most significant factor related to fathers' involvement. However, whether the nature of the ex-spousal relationship determines the level of father involvement is unclear.

Only a few fathers who have no communication with their ex-spouses have contact with their children. It appears that some

level of communication and cooperation between ex-spouses is necessary for fathers to remain involved with their children. There are few mechanisms available to families which allow fathers to interact with their children if the ex-spouses are unwilling or unable to communicate. Several fathers only interact with their children when the children are visiting the fathers' families. Sometimes fathers' families encourage them to be actively involved in their children's lives. In other cases, the fathers' families appear to act as mediators between the ex-spouses and provide a conflict-free atmosphere for the transfer of children from mother's to father's care.

Even though the ex-spousal relationship does not clearly determine the level of father's involvement with his children, conflictual ex-spousal relationships sometimes instigate and perpetuate conflict between the parents and their children. Ex-spousal relationships may be fraught with conflicts concerning parenting issues without deleterious effects upon mother-child and father-child relationships. However, those ex-spouses who engage in conflicts centering around personal grievances unrelated to their parenting have troubled relationships with their children. Parents who retain hostile feelings toward their ex-spouses and yet are able to communicate with their ex-spouses about parenting concerns without bringing other grievances into the communication are better able to maintain harmonious parent-child relationships. In conclusion, those divorced parents whose primary purpose for communication is to promote the well-being of their children appear to have the most successful relationships with their children.

Ethnic differences appear to be more significant than do the differences between types of employment relative to the overall functioning of divorced working women and their families. Black mothers appear to be more successful as working single parents based on the data collected from this sample. Not only did the Black mothers report fewer discipline problems with their children, they also reported higher school involvement and higher involvement in their careers. Historically, Black women have assumed the role of single working parent in much larger numbers than either Anglo women or Mexican American women. Therefore, Black women have grown up with many relevant role models within their own immediate families and within their communities. Thus, they have had the benefit of having been "taught," through observation and rewards, to manage the roles of nurturer and provider. The availability of these role models and the greater acceptance of the single parenthood status within their cultural milieu combine to enhance Black divorced mothers self-esteem and confidence in their ability to perform well the many roles held by divorced working women with dependent children. As one Black mother stated when asked what she wanted for her children (girls) when they grow up:

"I want them to be independent like I am and work and take care of their family."

Black women were more likely to have discussed career plans with their children and seemed to expect their daughters to have careers more so than did the Mexican American and Anglo mothers. Another Black mother when asked whether she would want her daughter to have a job similar to hers some day stated:

"I would like for her to be something better. I would like her to be something professional, be something that no one never expected her to be, especially being Black."

In general, Black women expressed more interest in their own and their children's careers and seemed more ambitious in terms of educational goals for themselves and their children. Even though Black women's school involvement appears to be affected adversely by career frustrations, as is that of the other mothers, they are not as likely to experience the negative effects of role overload documented for many single working parents.

As reported earlier, Black women and their families differ from Anglo and Mexican American families in several important ways. While all Anglo and Mexican American mothers maintain independent family units consisting of themselves and their children, only six of the ten Black women are living alone with their children. One Black woman lives with her mother, one with her sister, one has an adult female housemate, and one's adolescent niece lives in the home. All of these women share the household and childrearing responsibilities with the other adult in the home. This reduces the time the mother must spend in domestic activities and increases the time available for career and educational pursuits. The Black women were also more likely to have tight, interconnected primary support networks in which all her friends (including her male-friend) know her family and she knows the families of her friends. They were also more likely to have Mixed support networks than were the Anglo mothers. Those Black women who do have low density networks do so because their families live out of state. The nature of the Black mothers' support system is another factor that adds to the relative success of these families.

Another relevant difference in Black families when compared to Mexican American and Anglo families can be seen in the nature of the mother-child relationships. While many (60 percent) of the Anglo mothers are experiencing discipline problems with their children only two (20 percent) of the Black mothers reported mother-child relationship problems and these tended to be minor. The Black women were much more likely to exercise authoritarian control with their children yet were unlikely to report communication and/or discipline problems. The Black women, 40 percent of whom are

categorized as Authoritarian Mothers, were also more likely to maintain separate social lives from those with their children. They seem better able to meet their own needs without experiencing guilt and anxiety about neglecting their children. This is not to say that the Black women actually spend less time with their children or that they leave their children in the care of others more frequently. However, some who have other adults living in the home are able to do this more easily. The Black mothers simply express less anxiety and guilt concerning their separate social lives and their parenting styles.

While Black women seem to have accepted the role of employed mother for themselves and others from childhood, many of the Mexican American and Anglo mothers were unprepared psychologically for the dual role of worker and mother. As one Anglo woman expressed it:

> "Somewhere in the back of my mind I still had this image of being a housewife because when I worked I knew I didn't have to work...when I got my divorce...I still kind of had that attitude and gradually as the years go by I've realized that I'm really a working...I mean, I'm running my house, raising my kids and I've got a job.... and I go, 'Wow,' because I don't think of myself like that but I guess I really am."

The Mexican American and Anglo women appear to experience more stress at the time of divorce because of their lack of preparation for the roles of primary provider and single parent.

As stated earlier, divorce appears to be more disruptive to family ties for the Mexican American women. In addition, their status within their culture and their families declines upon divorce. Ties with grandparents and in-laws are more frequently broken. Thus the Mexican American woman's support network becomes smaller, and conflict between the divorcing couple and their families is more intense. The Anglo women in the sample did not report as many broken ties with the ex-husband's family, and the divorces did not seem to produce as much intra-family conflict. However, the Anglo women in this sample are from lower-middle to middle class backgrounds and exhibit attitudes that are common among traditional families with two parents. In particular, Anglo women are attempting to maintain a family life for their children that is as similar to that of two-parent households as possible. They appear to be trying to maintain a single family household and the advantages of this structure (privacy and little interference from others) but suffering the subsequent burdens of being the primary (and sometimes only) provider and caregiver. Because of their desire to maintain an independent, separate family unit, they are frequently taking on more roles than do the Black women with

similar financial and time constraints. It is readily apparent that Anglo women are experiencing more difficulties in child-rearing. This appears to be due to their lack of preparation for assuming both roles of provider and caregiver. In addition, Anglo mothers appear to be less likely to share childrearing responsibilities with their ex-husbands, and, overall are attempting to fulfill the obligations of many roles without much instrumental assistance from other adults.

Only a few general comparisons of dual-earner families and divorced working mother families will be presented and discussed at this time. Two areas of interrelationships between work and family were most clearly different for divorced working mothers and dual-earner families. One of the most notable findings from our study of women in dual-earner families was the large number of women who expressed guilt surrounding their employment outside the home because of the reduced amount of time and energy they had for childrearing responsibilities. Understandably, the divorced working mothers view their role as an employed person quite differently since they are the primary providers for themselves and their children. When asked what they felt they did particularly well as a parent, many of the divorced women reported that they provided for their children's material needs.
One mother's response was as follows:

> I'm working, supporting them. I'm feeding them, putting clothes on their backs. And, if they're having a problem, you know, I try to work it out with them.

Another responded,

> I work and make a living (laughed). That's the thing I do the best.

Although the divorced mothers are not as likely to feel guilt or have doubts about whether they should work, many did express concern about the little time they have to spend with their children. Since all of the divorced mothers realize the necessity of working full time, their guilt about the time they spend away from their children tends to surround their seeking personal fulfillment socially. In several families the children tended to resist mothers' spending time with their friends, and these mothers often expressed anxiety and guilt about engaging in social activities that do not involve the children.

The divorced mothers also appear to use different criteria for assessing the quality of their family lives. While many married working women become angry when their children do not perform their assigned household tasks, the divorced working women seem to view their children's lack of participation in household tasks as an

indication that their family is not a cohesive unit. The divorced mothers not only were angered when their children did not do their part in the housekeeping, they felt that the children did not have a sense of "belonging" or "family."

As expected, the most frequently reported area of conflict between the divorced mothers and their children is that of sharing household responsibilities. Divorced mothers face the dilemma of wanting the children to take on more responsibility, more sharing of household and family responsiblities, while simultaneously maintaining the role of the highest and only authority in the family. It appears to be difficult to strike a workable balance between the level of contribution to household management a child should have and the level of self governing and independence a child should be allowed. The divorced mothers are clearly not as concerned about the added tasks they must perform if the children do not contribute as they are about the lack of family solidarity which the children's failure to participate in household tasks represents.

Additionally, single mothers appear to emphasize the necessity of having a clean, organized house more than the mothers in dual-earner families. A clean house seems to symbolize her success as a single parent. This also appears to be a way of demonstrating that her family is doing just as well now as it was during her marriage and that her family is not suffering because of the decision to divorce. Overall, these divorced mothers exhibit a lack of specific career goals, and their priorities center around the family. Thus, if they are to achieve, it will have to be at home, where a clean, organized house becomes a symbol of achievement as well as a symbol of family cohesion.

G. RECOMMENDATIONS

Some of the recommendations presented here were discussed during a regional mini-conference sponsored by the Working Parents Project. Held in Austin on September 28-29, 1983, the conference gathered a cross-section of researchers, service providers and advocates from the six states in the SEDL region. Specific solutions already being implemented in various locations were discussed under the overall theme of "Increasing Supports for Two-parent and Single-parent Families." A full report on the conference proceedings is presented in the next section of this report.

Findings from this study were presented during that conference. They provide further support for the importance of the issues identified and the appropriateness of the recommendations offered, in spite of some limitations derived from the size of the sample. The sample for the study is not a large random sample of single-parent (divorced) families with elementary age school children where the parent works full time outide the home for wages. It cannot be considered to be a representative sample of all clerical white collar workers. However, it includes women employed by two types of businesses: one, a private utility and the other five large banks; this, in addition to the near certainty that no bias was introduced in the selection of the subjects, adds confidence that the suggestions or recommendations derived from this study are well-grounded. Also, there is enough homogeneity as well as diversity among families in the sample that they can, in this sense, be considered representative of a range of possible types of families within the category "single (divorced) working mothers of elementary school age children."

Just as there are no two families whose life histories are exactly alike, considerable diversity exists among workplaces, and among jobs within the same workplace. Further, workplaces are dynamic, changing social organizations, and, as such, they are affected by broader social forces. Even at the time of this study, the phone company was on the verge of great changes which will be brought about by the break up of the parent company. The consequences of these changes are hard to predict. Uncertainty has filtered down to the level of individual workers in this sample, as they reflected during the interviews what the changes would mean for their own jobs and personal future.

But it is precisely the dynamic nature of workplaces which can create the conditions for changes to improve not only productivity and efficiency, but also the personal satisfaction and well-being of workers and their families.

Similar considerations can be extended to the other social institution of concern in this study--our schools and the educa-

tional system. This is a time for much soul searching and re-examining the goals of our schools and of education. Major studies and commissions have started to report, at the national level, how schools have not kept up with changes in our society. Even more importantly, they report how schools are not able to prepare the next generation for a future that we know will be different from the present.

A central premise of our study is that families continue to be the basic unit of organization in our society, and are in charge of reproduction and socialization of individuals who will in turn form their own families, thus ensuring the continuity of our society. For this reason, the viability, health, competence, and integrity of families must be our foremost goal and concern. All other social institutions and agencies must be designed and re-designed with this goal in mind.

Social scientists and others have come to recognize that they can no longer think of "the family" as if it were a monolithic, homogeneous entity. Rather, they speak of "the families," to include a variety of forms that can be found in the twentieth-century American society.

In our study, we have concentrated our attention to a form of organization that has become increasingly more frequent, and, as such, the subject of more attention by social scientists, social services, and the media. We have focused on that segment of divorced mothers who work full-time to support themselves and their dependent children. We have identified two categories of social institutions whose practices and policies can affect the well-being of these families. They are (1) Employers and unions, who influence the conditions of the work that these single (divorced) mothers perform in exchange for a wage or salary and (2) Schools, who have primary responsibility for the education of their children and social service agencies designed to support families, in particular child care providers and other community agencies and services.

1. Employers, Unions and the Workplace

Our research examined characteristics of jobs and workplaces as they affected mothers' ability and availability to become involved in the education of their children. At the onset, it must be said that the power of employers is limited, since no employer can force employees to do something that they do not want to do. However, an employer can, by instituting certain policies and practices, facilitate or encourage parental participation in schools, and improve the overall atmosphere at work to relieve some of the pressures and tensions built-in at the workplace.

a. School Involvement Affirmative Action Policy We propose

that leave policies for school related needs should be studied jointly by managers and employees. An explicit statement by employers which affirms the value of school involvement, similar to affirmative action statements about employment, is one way to recognize the social importance of children and their education. In order to avoid opposition from employees who are not parents, any such school involvement affirmative action policy must be a product of the widest form of employee participation and discussion possible, with emphasis on the fact that it is a benefit primarily for children, secondarily for parents, and also good for schools and the community.

Naturally, the practicality of such a policy would depend on the nature of the work performed, the extent to which the workload can be taken over by other people, or if it can be performed at an earlier or later time. Employers may be more willing to go half-way, by giving half of the time needed, if they can be assured that their employees will do their part, either by working overtime, by using compensatory time, or personal or vacation leave accumulated.

Note that this policy is recommended for working parents, whether male or female, married, remarried, single, divorced or separated, with or without custody of their school children. Its practicality depends on the extent to which school activities and events are not held in all schools at the same time. The advantages and disadvantages of school districts scheduling parent-teacher conferences for one or two days district-wide needs to be examined in light of the limitations that it may impose on parents and employers willing to try a School Involvement Affirmative Action policy.

b. Employer Asristed Child Care One of the main sources of tardiness and unexcused absences of working parents, particularly working mothers, has to do with problems relating to alternative care for young children while mothers are at work. Alternative child care is a need that must be met by any mother who does not have a built-in child care system, such as their mothers or other relatives residing in the household.

For younger children, especially those two years or younger, the preference of most mothers in this study has been to seek out a home-like setting for alternative care while they work. This usually involves the child being cared for either in the home or elsewhere by "a lady" who typically has children of her own, cares for a few other babies, and is not registered with a child care licensing agency, such as the Department of Human Resources in Texas. These arrangements are rather informal, flexible, and within reach of mothers with the lower incomes. They are also likely to be less reliable than a nursery or day care center, since they are subject to changes in the health and resources of the caretaker and have no guaranteed continuity.

Preschool children are likely to be cared for in a group setting, with more than one staff person and a greater likelihood that such care will be in a licensed facility. The quality of child care services varies considerably, and these centers can be private-for-profit, private-non-profit, or have public funding.

School age children, particularly those below junior high age, are often left to care for themselves at home. These are commonly referred to as "latch-key children." School schedules rarely coincide with work schedules of parents, and formal before-and-after school care programs, whether in schools or other settings, are not available to all children who could use them.

Finally, many working parents worry about their teenage children, who can care for themselves, and are more exposed by their greater mobility to undesirable influences. Parents of teenagers are more often concerned about the availability of supervised social activities where their children, particularly daughters, will be safe.

As with most other options subject to marketplace forces, the quality, in general, is directly proportional to the cost of care. The problem for parents with incomes just above the poverty level is to find affordable quality care. Social mechanisms such as subsidies, which tend to lower the cost of quality care such as in church-sponsored day care centers, public school-based extended day care or publically funded day care centers, are inadequate to meet the needs of a growing population of working mothers.

The concept of Employer Assisted Child Care has been around for a long time, at least since the time when mothers were called on to work during World War II. The most visible form of employer support has been the establishment of on-site or in-plant child care centers. In addition to its cost, the feasibility of such arrangements depends on a number of objective conditions that are difficult to meet, even when an employer is willing to undertake such a project.

The total number of existing employer-owned or operated child care centers has consistently been extremely small. With the exception of hospitals, which employ large numbers of women and operate 24 hours a day, there is no one type of industry or corporation that is consistently represented among the exemplary programs which are mentioned in discussions of on-site child care.

Presently, there is quite a lot of diversity among the small and slowly growing number of employers offering child care assistance to their employees. There is a full range of employer involvement and support. It ranges from wholly owned and operated on-site center, to just Information and Referral Services about

licensed facilities. Some businesses have formed consortia to jointly fund and operate centers. Other employers have found it easier to buy blocks of child care slots in a nearby facility that are then made available to their employees free or at a discount. Still others provide vouchers that employees can use to purchase the care they prefer, in the location most convenient to them, and from among a list of licensed care providers.

The voucher approach seems to be gaining in popularity, because it has a measureable "cash value" and allows workers to freely choose according to their preferences. It can also be administered more efficiently, often by a third party, and, thus, free the employer from being burdened with administrative details.

Employer supported child care rarely covers the extended care of school age children. A growing number of schools and school districts are currently participating in extended care in various forms. These include making their facilities available to non-profit providers as an "in-kind" contribution, leasing their unused facilities to providers (proprietary or non-profit), and actually operating their own extended care systems. In most cases, such extended care programs are almost totally self-supporting through fees collected from parents using the services.

One of the greatest difficulties concerning alternative care for children is that parents often have children in more than one age bracket. As we have seen, the child care needs, solutions and resources available vary with the age of children. The greatest difficulties for parents having more than one child is constant juggling to provide competent and affordable care, and keeping up with the various arrangements necessary to accommodate changes in the ages and needs of children.

Some form of voucher system appears to have the greatest promise, because it allows different employers to select the level of commitment that is compatible with their willingness to offer this support. It also allows workers to choose arrangements to suit their own preferences. When offered in a "cafeteria" style menu of employee benefits, it appears to suit the needs, resources, and preferences of employers and employees. Thus, such efforts have the greatest chance of support from all parties.

c. Employee Assistance Programs Findings from this study support the growing realization that workers cannot be perceived and treated as just one more resource, one which can be used, developed, refined, and, when no longer profitable, simply discarded. In addition to their skills and energy, workers bring to work every day a variety of hopes and concerns, aspirations and limitations, problems and possibilities. The source of these is more often home, which together with the workplace accounts for almost the all of the time and energy available to and used by

working people. The extent to which these psychological carry-overs from home to work are positive and energizing, productivity and efficiency will be high. If, however, the carry-overs are mostly negative, they can interfere significantly with job performance.

The opposite phenomenon is equally true. Workers who go home physically tired but emotionally energized, or at least not depleted, are likely to contribute positively to a satisfying home life. Workers who go home loaded with pent-up negative feelings that they were unable to deal with at the workplace, are likely to seek a sympathetic ear for these concerns at home. In the absence of other adults, as in the case of many single parents, children end up bearing the brunt of these frustrations for a day, a week or all of their childhood years.

Employee Assistance Programs in the workplace have existed, until recently, to deal primarily with the causes and consequences of a limited range of workplace problems, i.e., those associated with alcohol abuse. As it has become clear, however, alcoholism is a condition which affects the whole family, and not just the individual worker. Therefore, in order to deal with it effectively, its treatment must take a family approach.

High stress is another condition associated with certain jobs or occupations that can affect not only individual workers, but which can touch others through certain behavioral reactions. This includes co-workers, and can produce negative consequences for all. Stress also can be produced by adverse non-work situations, such as home- or family-related problems. As with alcoholism, the consequences of stress, whether such stressors are work or family conditions, can affect the whole life of individuals and can spill over to their relationships with co-workers and family alike.

Two highly related and complementary approaches to deal with stress are proposed here. The first consists of a comprehensive examination of the workplace, its job structure and overall functioning as a social organization. The goal is to minimize or eliminate those conditions which produce stress. For example, work quotas, performance standards, and deadlines can be examined, when feasible, to periodically evaluate and re-evaluate their usefulness. Solutions in this area can include a redefinition of jobs, changes in interdependence of jobs, worker autonomy, use of teams and relief workers, etc.

In this category of changes, we must mention those policies and procedures which have the result of permitting greater flexibility in work schedules, allocation of work loads, and less than full-time working hours to name a few. The most widespread source of frustration and anxiety expressed by mothers in our sample had to do with inflexible short-term leave policies. Measures must be

taken to increase the flexibility of parents to attend to unexpected child-related events, often requiring no more than an hour or two. Often penalties are imposed, or workers must forego a full day's pay when all they needed was a couple of hours of leave.

An important source of frustration detected in our study has to do with both objective and subjective (perceived) job security, opportunities for training, transfers and promotions. Although not all workers are equally motivated to advance into higher levels of responsibility, it is important that such opportunities be open and available to those willing to take them. In many cases, the perception concerning a lack of opportunities is due to a lack of information, rather than to the absence of those opportunities.

In highly regimented workplaces, such as the phone company, most of these policies are clearly spelled out. In addition, there is a union to ensure that rights which have been negotiated in collective bargaining are respected. The advantages of such explicitness in policies can be lost when it turns into rigidity. It reduces the amount of discretion that supervisors have to respond to the unexpected.

At the other extreme, the absence of explicit policies leaves an inordinate amount of power in the hands of the supervisors. This power can be exercised either to respond to genuine needs or to penalize employees unfairly. Among the banks from which the sample was selected, there were some differences in the explicitness of policies and procedures relating to handling of personnel matters. For some, their personnel procedures have not kept up with the rapid growth and expansion of their operations. The most clear need is to improve the means for internal information so that employees can be aware of opportunities open to them, and can plan according to their own personal priorities.

These and other changes in procedures and policies can be of great importance to parents, in particular, because they allow them greater flexibility to plan not only for the multiple demands arising from their work careers, but also those arising from child care, their children's education, and other family needs. Changes such as those discussed here should not be resisted by other non-parent workers, since these could also accommodate their own needs for a satisfying personal life apart from their jobs and careers.

The second and complementary approach proposed here assumes that there can be certain stress-producing conditions which are inherent to some occupations or workplaces. As such, they cannot be eliminated or minimized. However, workers can be trained in techniques which have been found useful in managing unavoidable stress. These techniques are so generic that they often can be used as general coping strategies. Workers trained to use them at work could find their application equally beneficial for circum-

stances they must deal with at home.

Parenting education has long been recognized as a valuable tool to help parents improve their management of their children's behavior. In addition to community-based programs, workplace "Noon Time Seminars" or "Brown Bag Lunch Seminars" have been used successfully by many employers. The advantages are obvious: parents are already there, know each other, and will continue to see each other anyway. Thus, the potential for follow-up support networks being formed from such programs is considerably greater than that of community-based programs which are often not neighborhood-based.

Parenting difficulties were only one type of difficulty experienced by some of the single parents in our study. They could benefit from consumer/financial counseling--a preventive service which could improve the financial health of not only single parents, but that of workers in general. This type of information can also be provided in a Noon Time/Lunch Sack setting at the workplace.

Child care concerns rank high among conditions that affect the daily life of working parents. As discussed earlier, a relatively minor form of assistance can be provided by employers and unions through the use of Information and Referral Services to access child care information. Knowledge of and access to a whole range of existing community-based social services can be improved through the use of similar work-based Information and Referral Services.

In summary, based on some of the needs and concerns expressed by single parents in our study, it is proposed that the format and basic operating principles of Employee Assistance Programs be expanded to cover, in addition to alcohol and substance abuse, services related to the mental and financial health of workers and their families. This includes on-site coping skills, education and training activities, such as Stress Management, Parenting Education, and Financial Counseling. In addition, Information and Referral Services can be offered to cover other needs which can be met by existing community based agencies and services, such as mental health, marital counseling, child abuse, legal assistance, adult education and training, and recreation services.

The types of assistance proposed here are most critical for single parents, given their relatively limited time and financial resources. It also can be of great importance to dual-earner families and parents, in general, and in many cases to single and/or childless workers. Thus, this is a proposal that can be described as non-discriminatory in nature, and, as such, can be considered a benefit for all workers.

A program such as the one proposed should not be evaluated

simply in cost/benefit terms, or in terms of its value as a financial investment, its tax advantages, or the bottom line--net profits. Allowances must be made to make these type of programs an expression of a human-oriented joint corporate and union philosophy. It must be a part of the broader concept of what a corporation can offer to workers; parents and non-parents; single, divorced, widowed and remarried; male and female; young and old; management, supervisory and clerical; skilled and unskilled.

2. Schools and Alternative Care Providers

Schools are central to the lives of children. They are the setting where children spend most of the day. Schools are trusted with one of the most important functions of society--educating its members. This educational role has become more and more specialized as our society grows and expands in complexity. Yet, it continues to demand some participation from the parents of the children it serves. Although often cast as secondary partners, schools expect parental support mostly in the form of paying school taxes, respecting teachers, encouraging children to attend school daily, and ensuring homework completion.

There are many ways in which parents can become involved in the education of their children. We found that most mothers expressed a desire to be more involved in their children's school activities. They were particularly interested in attending activities in which their children are taking active part. These included plays, band concerts, and field trips. Unfortunately, many of these activities are scheduled during the mothers' work hours. Many workers are not allowed to leave the workplace to attend school activities because of specific policies regarding short term leave. Others seem reluctant to request time off for such activities for fear of abusing their employer's somewhat more liberal short term leave policies. An unwritten rule seems to hold these needs as being of lesser value than "real emergencies."

Young children have difficulty understanding why their mothers cannot attend "their" activities, when other mothers are there participating. These demands can introduce stress into mother-child relationships. The presence of a proud parent, maybe the only one they have, can be an important reinforcer to children. Teachers also tend to equate the presence of parents at these types of events with interest and support for their work. Unconsciously, the absence can be taken as a sign of lack of interest, often reinforcing already existing misconceptions about divorced mothers and children of "broken homes."

Several suggestions can be derived from some of the experiences related by parents in this study. Because of the diversity of schools and grade levels represented in our sample, these suggestions are couched in general terms, and they do not ignore the

fact that some or even many schools and individual teachers are already implementing similar measures.

a. Scheduling of Activities and Special Events The most obvious suggestion is that schools should schedule more activities for after-work hours. However, as was the case for some of the women in our sample, many of them work evenings or irregular shifts. There is a need to find a balance between day, evening and weekend activities. In any case, teachers should expect that some parents will not participate. A simple reminder to children about the fact that some parents are very busy, or working and unable to attend, would do much to alleviate the guilt many parents feel for not being there, as well as the disappointment or embarrassment often experienced by their children.

b. Publicity for Upcoming School Events Several parents stated that if they knew well in advance, time off could be requested or arrangements made with co-workers and supervisors to be away for a short period. Children often can be somewhat unreliable messengers to the home for school news. A well-publicized schedule of events would undoubtedly enable more parents to anticipate as well as participate in school activities.

In addition to direct mailings or phone contacts, schools can promote periodical listings of activities in local newspapers or neighborhood publications. Some schools publish regular newsletters mailed to all residents of their attendance zone.

Schools can help promote the adoption by businesses and employers of a School Involvement Affirmative Action policy described in the previous section. A first step would be to provide business and other large employers with calendars of major (and minor) school events. These calendars, posted in the workplace, would tell employees that their employer cares about children, in general, and their children in particular. At the same time it could help parents plan their own participation in those events listed.

c. School Involvement of Non-custodial Parents In single parent families (and in step-parent families as well), the custodial parent is not always the one who is most involved in the children's education. Divorce and loss of custody does not necessarily eliminate non-custodial parents from children's lives. We found several instances of a clear commitment to participate. Schools, however, often ignore the non-custodial parent.

At a minimum, schools should inform non-custodial parents about their children's educational progress. Furthermore, these parents should be advised about school events. It should be left up to parents and children to decide who can or should attend school functions. Only in extreme cases, such as when a court order

applies, should schools prohibit non-custodial parents' access to information held by schools and to contacts with school officials regarding the educational progress of their children.

Such an expanded communication policy also can include mailing school grades and other school information to non-custodial parents who do not reside in the same city.

d. Homework Although about 40 percent of the single parent families in our sample reported that sometimes other adults helped their children with homework, this also implies that at least 60 percent do not have any help.

Homework can be a constant source of stress and tension in the family. First, it often calls for parents to constantly monitor children's work on assignments and keep them away from distractions. Second, in addition to being a drain of energy from exhausted mothers, this monitoring function often turns into an adversarial relationship. It can become a source of strain in relationships that are already restricted to just a few hours a day for working single mothers who must also manage their households. Third, many mothers are ill-equipped to help their children with many homework assignments. Half of our sample had only a high school education.

No unequivocal solution is suggested by our study of single mothers. However, the issue of homework, its nature and its purpose, is something that must be considered seriously by the education community. To the extent that it builds up and reinforces skills acquired during the school day, it may be a necessary part of education. However, educators also must recognize its potential for frustrating parents, who cannot help, and children, who cannot complete assignments.

One solution that has been implemented by some Extended Care Programs is the allocation of space, time, and tutors to supervise children who wish to complete their assignments during that period. This frees both parents and children's time at home for recreation, relaxation, or household work.

An alternative solution, implemented by some teachers and schools as an informal policy, is simply not to assign homework to be done over the weekend. With their time already limited, parents and children in dual-earner and single-parent families can allocate weekends for family pursuits of a relaxing nature.

The elimination of homework as a source of family conflict and stress could have a significant impact on the quality of life in single-parent households, and on other family forms as well.

IV. NETWORKING AND DISSEMINATION COMPONENT

A. ONGOING DISSEMINATION OF MATERIALS

As part of Project work during the last fiscal year, an Executive Summary was prepared describing research on dual-earner families. During this phase, a short description of the purpose of the research on single-parent families was prepared and distributed along with the Executive Summary of the dual-earner research report to approximately 250 people and organizations. As requests for information about the project are received and answered, the information is filed separately for each state within the region and is in a national file for those coming from outside the SEDL six-state region.

The Executive Summary and Project Brochure for this current phase of work requests information or materials about related research and other programs and projects. The materials acquired through this exchange process are filed according to type of materials (i.e., papers and reports; program descriptions; conference proceedings; etc.).

B. PRESENTATIONS AND CONFERENCES ATTENDED BY WORKING PARENTS STAFF

During this reporting period, the Working Parents Project staff attended and/or participated in the following conferences and meetings:

1. National Conference on Single-Parent Families and the Schools, sponsored by the Home and School Institute. This conference was held in Washington, D.C. on March 24-25, 1983.

Approximately 50 copies of the Executive Summary were distributed to interested participants. Contacts were made with other family researchers and practitioners attending the meeting, including staff of the National Institute of Education.

2. National Council on Family Relations Annual Meeting, held in St. Paul, Minnesota, on October 11-15, 1983. Both the Senior Researcher and Research Associate attended many of the more than 50 relevant sessions and meetings about working parents and single parents. Project staff also attended meetings of the Work and Family Focus Group and the Single Parents Focus Group. During those meetings, information was exchanged among the participants about various research and programmatic efforts in which they are currently involved. These meetings provided a more personal contact with colleagues having similar interests. Finally, Working Parents Project staff attended a meeting of the Texas Council on Family Relations, which is the state chapter of NCFR. There, we agreed to submit a proposal for a presentation at the upcoming regional meeting of TCFR in March of 1984.

C. REGIONAL MINI-CONFERENCE SPONSORED BY THE WORKING PARENTS PROJECT

1. Conference Planning Activities

As part of its dissemination and networking activities, the Working Parents Project initiated work in June of 1983 to convene a regional mini-conference on needs and resources available to working parents. Members of the Division of Family, School and Community Studies Advisory Board were asked for assistance in locating programs and individuals in their respective states. Specifically, they were asked to identify persons concerned with either research, programs, or advocacy and planning of activities addressing the special needs and concerns of working parents.

The people identified by Board members were contacted and requested, in turn, to provide additional contacts. On the basis of that information, a number of individuals, representing a cross-section of programs and activities in the SEDL six-state region, were formally invited to participate.

Conferees were selected on the basis of two main criteria: (1) that they represent all states in the region, and (2) that they reflect a mix of researchers, service providers, and advocates and planners. A larger number of participants came from Texas, since their participation did not involve travel. One invitee from Mississippi cancelled at the last minute, and we were unable to find a replacement on such short notice.

A letter of invitation was sent to each person requesting formal acceptance and detailing the expectations for their participation. They were invited to submit materials which would be distributed to other participants, in advance, as part of our pre-conference information package. Participants were informed of local arrangements for lodging, and provided with hotel reservation forms. The invitation stated the procedures for expense reimbursement, including their travel, lodging and meals. All the meetings, with the exception of an informal social, were held at SEDL facilities.

2. Conference Goal and Objectives

The goals and objectives for the conference were as follows:

a. Conference Goal: To bring together a cross-section of individuals representing a variety of agencies and programs who have a stake in the success of dual-earner and single-parent families in the SEDL six-state region.

b. Conference Objectives:

1) To share research information about the prevalent identified needs and concerns among working parent families, including SEDL's and other findings within the six-state region.

2) To share information about exemplary programs which have utilized efforts and resources of different institutions and agencies to maximize their effectiveness with children and families.

3) To discuss potential roles that the Working Parents Project and the Southwest Educational Development Laboratory can play in assisting families through collaboration with other agencies, organizations, and institutions in the SEDL region.

4) To begin building a regional network of institutional contacts among the various agencies, organizations and programs that can assist local community efforts in meeting the needs of working parent families. These might include, but are not restricted to, public and private educational institutions, child care providers, social service agencies, voluntary organizations, labor and management in private business, professional organizations, and the research community.

3. Conference Themes and Presenters

The Working Parents Project's mini-conference on "Increasing Supports for Two-parent and Single-parent Working Families" took place on September 28-29 in Austin, Texas. It brought together a cross-section of individuals representing a variety of agencies and programs having a stake in the success of dual-earner and single-parent families in the region. A complete list of participants and their addresses is provided as Appendix A.

The conference was organized into five main sessions. Session I, the opening session, was devoted to reports on research within the region. A short discussion of each follows:

a. Dr. Renato Espinoza and Ms. Nancy Naron[1] of the Working Parents Project presented a summary of findings from their current research on work and family life. The first part was devoted to research on dual-earner families already completed and the second part covered preliminary findings of the current research phase on

[1] A complete text of these presentations is available directly from the authors. The addresses are provided in the Appendix. The same is true for additional information about other activities of all presenters and reactors.

single-parent families.

b. Dr. Beulah Hirschlein,[1] Acting Director of the Oklahoma State University Family Study Center, presented some highlights of a statewide survey conducted by the Center about "Families and Work: Policies and Benefits." In addition to survey findings, Dr. Hirschlein mentioned additional research and programmatic efforts being carried out by her colleagues in Oklahoma.

c. Dr. Michael Lauderdale,[1] Director of the Southwest Region Resource Center for Children, Youth and Families. The primary focus of the Center is on child abuse and neglect, although it has conducted outreach activities engaging corporate leaders from across Texas. Lauderdale reported on a series of four Forums held in different Texas cities. The Center attempted to determine what were the major concerns, as expressed by corporate heads, about the changing nature of the labor force, and whether the business sector could or should respond to emerging needs for services directed to workers and their families.

WPP Senior Researcher Renato Espinoza closed the opening session by pointing out how the research presented, which dealt with both workers and management, showed gaps between what workers, in particular working parents, need and want, and what workplaces are able or willing to provide. This presentation of research findings set the stage for afternoon sessions which were devoted precisely to examining some programs and services currently attempting to reach the private, corporate business world.

With Session II, and subsequent sessions, a common format was followed. Presenters were followed by one or more Reactors, who were professionals with experience in the same general area. They could extract what Presenters had in common and highlight how similar problems had been solved using different strategies adapted to the peculiarities of their own communities or states. After the discussion of the Reactors, the group was split into two Small Groups and asked to identify barriers and strategies to increase support for working parents by agencies or institutions represented by Presenters. After the small group discussion, the two groups reconvened to hear Group Leaders report highlights of their discussions to the total group. Then the floor was opened for discussion by all participants.

Session II was entitled "Getting Employers Involved in Increasing Support for Working Parents." It featured three Presenters and one Reactor. The Presenters were:

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[1] A complete text of these presentations is available directly from the authors. The addresses are provided in the Appendix. The same is true for additional information about other activities of all presenters and reactors.

a. Mr. G. R. (Dick) Stanford, Executive Director of the Workers Assistance Program of Texas, Austin, Texas. Sponsored by the Texas AFL-CIO and funded by the Alcohol, Drug Abuse and Mental Health Block Grant funds to Texas, the WAP promotes establishment of "Employee Assistance Programs" in workplaces. Initially focusing on alcoholism, EAPs now deal with substance abuse in general, and other forms of worker and family problems which include financial counseling, marital counseling, etc. Stanford discussed the experience of his agency in approaching employers and employees to establish EAPs, and what the basic principles are that both management and labor have to accept in order to establish a successful program.

b. Dr. Teresa (Terry) Gilius, Executive Director of Austin Families, Inc., Austin, Texas. This is a non-profit human service agency established to help develop resources for single parents and working parents in the Austin area. In addition to operating a child care information service--the Child Care Switchboard--Austin Families is engaged in promoting and operating a Child Care Voucher Program. This is a cost-sharing arrangement under which parents may select any licensed facility and pay part of the care costs. The other portion is paid for by a third party, either a public program or a private employer.

The voucher option is favored over other employer-assisted modes, such as on-site (or in-plant) child care centers, because it provides parents with the flexibility to choose care fitted to their own needs and preferences. It also lowers administrative costs and makes initial investments unnecessary for employers, due to the shift of administrative paperwork and payments to a specialized agency. Austin Families offers services to employers in the area, which include conducting needs assessments with employees, along with advice and consultation on various options for employer assisted child care.

c. Ms. Harriet Otteni, Parent Involvement Coordinator at the Parent Involvement Center, Albuquerque Public Schools. The Center started out as a federally funded project designed to train teachers and parents to look for ways to help home and school work more cooperatively together. The Center's approach is to provide an array of levels and forms of involvement to accommodate various combinations of time, energy and skills of parents.

This approach recognizes that although motivation to participate may be present in all families, the ability to do so may vary considerably among parents and through time. Currently, the Center operates as a joint venture between the Albuquerque Public Schools and the University of New Mexico. The Center has programs reaching out to the larger community, and, in particular, to the business community. The Center offers Parent Education Workshops on-site

for the employees of a variety of businesses within Albuquerque. It also works directly through individual schools providing support and technical assistance to school-originated projects.

Following the presentations by Mr. Stanford, Ms. Gilius and Ms. Otteni, the group heard the reaction of Ms. Glenda Bean, Day Care Consultant with Arkansas Advocates for Children and Families, a statewide agency. Ms. Bean focused her reaction on the perceived differences between experiences of Presenters and those in her state's approach to employers' participation in child care assistance. The conservative state legislature and the state's older power structure both contribute to a relatively low level of awareness on the part of employers for the needs of working parents. On the other hand, matters such as child care problems are not brought up by working parents to the attention of management. Initial work by the Arkansas Advocates in this area has found considerable resistance by the private sector to spending resources on programs benefitting working parents.

Finally, the few programs designed to provide after-school care services to school children have been challenged by proprietary (for-profit) child care providers. It has been only in the last year that the issue was settled in court in favor of school-based programs.

Following the Reactor's presentation, conferees split into two small groups. They were asked to identify (1) issues and concerns in which a more active role by employers would help, and (2) some of the strategies that could be used to achieve a higher involvement on their part. In response to the first question, small groups reported a "laundry list" of issues which included:

1) before-after school care (also called extended care),

2) summer care,

3) sick child care,

4) isolation of workers (and parents, in particular),

5) alcohol and substance abuse,

6) lack of coordination between schools and employers with regard to holidays,

7) inflexibility on the part of most employers with respect to leave policies and work schedules, often not responsive to the needs of parents,

8) lack of information and resources for parents,

9) absence of women and sensitive people in decision-making positions, and

10) lack of awareness by employers regarding potential impact of child care difficulties and concerns at the workplace; these problems are often disguised by employees as illnesses in the absence of more flexible policies to help overcome them.

There was consensus among conferees that addressing the issues listed required collaboration not only of employers, but also of employees, public schools and other agencies and programs that affect, directly and indirectly, the lives of families.

Among the strategies listed, again in a "laundry list" fashion, small groups mentioned the following:

1) to make sure that initiatives represent the correlation of broad interest groups or segments,

2) that initiatives designed to influence employers be approached on their own turf, by demonstrating a particularly successful example and getting the more progressive employers to host such forums,

3) that attempts must be made by people in social service areas to reach professionals in the "human resource development" field (also known as personnel management),

4) that when approaching corporations, attention be paid to cost/benefit considerations (the bottom line),

5) that it is better to begin by giving (such as free noontime seminars) before asking for corporate support for more comprehensive programs and changes, and

6) that the needs of any given employer are likely to be somewhat unique, so that the best approach is one of outlining options that are open for examination by all parties concerned.

Conference participants agreed that it was important to publicly recognize private businesses which cooperate with schools, and also that internal recognition by businesses regarding the contributions of individual employees to schools and other community services are important.

Finally, it was recognized that some programs and initiatives can be helped with a push from those in power and/or having the resources, in particular at the state and local level. A key strategy is the formation of broad based-coalitions of groups, with

similar goals, to influence legislators and other elected officials. Often, that influence can be applied to specific state agencies, such as Departments of Human Resources, state Alcohol and Drug Abuse agencies, etc.

Session III was entitled, "Getting Schools Involved in Increasing Support for Working Parents." It featured three Presenters and two Reactors.

a. Ms. Vita Saavedra, Principal of Longfellow Elementary School in Albuquerque, New Mexico. Longfellow is in its second year of operation as a community magnet school. It serves a stable community of lower socio-economic level Hispanic-Chicano people. Located in the downtown area and convenient to hospitals, banks, and office buildings, two main characteristics make Longfellow special: (1) very high community involvement, since it was the community which saved the old building from demolition and obtained funds for remodeling it, and (2) extended care and other special programs which make the school attractive to non-residents in the area including Spanish language arts, fine arts, a day care on the premises, and community school programs directed to adults in general.

Parental information and involvement is stressed by teachers and administrators, including bilingual communications with ample opportunities for joint parent-child activities and family outreach by school personnel.

b. Ms. Nancy Torczon, Director of Program ADEPT, Orleans Parish Schools, New Orleans, Louisiana. ADEPT, although started five years ago as a pilot program, is in its third year of city-wide operation. It has grown from 400 children in 12 schools to 2,000 children in 43 programs and about 100 staff members. The annual budget is about $225,000 dollars. The most important feature of ADEPT is personal human contact with parents and students, made possible by a 15 to 1 student-teacher ratio. After a needs assessment survey of parents, the project staff knew what parents wanted to see in their programs.

One device used to maintain contact with parents is the PIES (Parent Involvement Evaluation Survey), a form that allows parents to record their opinions, criticism, and praise for personnel and activities. Staff development is a critical aspect of the program, featuring Stress Management as a major component. This is made available to parents as well, and that way they get to know each other as friends. Most of the staff are teachers within the school district. Also, some parent volunteers help with individual programs. The program is paid for by the users, with fees varying from $20 to $60 a month. The schools contribute space and other basic services.

c. Ms. Rose Lancaster, Executive Director of Extend-a-Care, Inc. of Austin, Texas. EAC is a non-profit agency going into its fifteenth year. It operates 20 centers in 17 schools and three churches. The Austin Independent School District contributes facilities, utilities, and custodial services. EAC operates with a 17 to one child-staff ratio. Programs are ordinarily housed in cafeterias, where they maintain their own supplies, telephone line and refrigerators. Staff is hired and paid by EAC.

The programs stress student-directed activities, as opposed to the normal teacher-directed style of regular school. They also stress field trips and cross-cultural activities, using their own buses for transportation. Principals are the key to a successful program, since EAC is there only at the invitation of principals. One of the EAC goals is to serve low income families. Therefore, it operates with about 45 percent of the slots subsidized. Funds come from federal, state and local money. EAC has been successful in making up for federal cutbacks with increased community support, including United Way and grants from foundations. EAC also serves a number of mentally retarded children, a segment of the population most neglected in terms of day care, many of whom are in single-parent families.

Two professionals reacted to these three presentations. One is a former after school care program director, now retired, who serves as a University Professor of day care management and administration and special consultant to the Little Rock Schools After School Care Program. The second is Director of the Division of Instruction for the Mississippi State Department of Education.

a. Ms. Elizabeth (Betty) Pagan, Little Rock, Arkansas. Ms. Pagan started the Little Rock Public Schools After School Care Program in response to principals who were reluctant to leave the school grounds unattended after dark, as children were still waiting to be picked up by their working parents. Working from within the system, she was able to convince the School Board to authorize a program, although a condition was that it be self-supporting. The schools provided the facilities and many services. The program has expanded and now it serves 600 children, including breakfast and snacks after school.

The program has been in litigation brought about by the Arkansas Professional Child Care Providers, a group of for-profit day care providers who claimed that the program was unfair competition since the use of public school facilities was a form of subsidy. The courts ruled in favor of the Program's position, and the case brought some national attention to the issue of after-school care and who can or could provide that service.

Another problem faced by the Program was licensing by the Social Services Department. The issue was one of jurisdiction due

to ages of the children being cared for. Now, the issue has been resolved through legislation which has clarified which programs need a license and which do not.

b. Dr. Ralph Brewer, Director of the Division of Instruction, Mississippi State Department of Education, Jackson, Mississippi. Dr. Brewer reminded the audience that professional educators, in particular at state and local levels, are becoming aware that their response to recent reports from the National Commission on Excellence in Education and others cannot be just cosmetic changes. They will have to look at the society where they live and serve in order to develop those programs needed to meet the real needs that exist.

Part of the problem with the schools is one of image. One way to better that image is through developing support from the community. The programs described by Presenters all have in common strong participation and cooperation with the school system. Their most important quality, however, is that their center is the local school.

There is much more that schools can do to help working parents. They can coordinate transportation with existing facilities to get children to and from those places. Planning, such as that involved in setting up a school calendar, can certainly benefit from the input of parents, especially working parents. In addition, there is a need to involve not only parents, but also grandparents and other community volunteers in these common efforts.

The whole group participated in a question and answer session with representatives of the various programs. Among the issues raised were:

a. The need to take into account local school preferences and district-wide policies when considering a school-based program. Some districts prefer to have more control over the programs, and some programs are the result of implementing court-ordered busing.

b. Cultivating the relationships with other child care providers, since they are not threatened by the introduction of a service that they often simply are not equiped to provide.

c. Making provisions for children to participate in related school programs, such as school breakfasts. Some programs provide breakfast with federal funding, while others do not separate their children from others in the school who are not in extended care.

d. The need to pay part of utility costs, especially air con-

ditioning in warm areas, raises the cost of the programs. Such costs are not seen as a luxury, but rather as a necessity, since most school buildings are designed for climate control rather than natural ventilation.

e. The need to adjust fees according to the type of care that is given. Most programs have sliding fee scales for their preschool operations, and flat fees for extended care, such as morning only, afternoon only, or before and after school care.

f. The Arkansas program court decision seems to have resulted in a lowering of fees by private care prividers. This would seem to indicate that they were making a pretty good profit before the school-based program was started. Thus, a school-based program not only serves its children, but it can also help other parents by keeping for-profit providers' fees within reasonable limits.

Session IV was entitled, "Getting Communities Involved in Increasing Support for Working Parents." It featured three Presenters and two Reactors.

a. Ms. Ann Lowrance, Executive Director of the Women's Resources Center of Norman, Oklahoma. The Center offers women direct services and educational services. Among the services offered are: (1) a 24-hour Crisis Intervention Center for victims of family violence; (2) a counseling service for parents and other adults, (3) consultation with other professionals and organizations, including private businesses; and (4) advocacy work on behalf of women, children and families in general.

Among the educational activities offered are: (1) parenting education workshops; (2) stress reduction workshops; (3) exercise classes; etc. A large proportion of the Center's clients are single parents, and most are working mothers as well.

One important characteristic of the Center's activities is that they try to eliminate barriers for participation by providing on-site child care for program participants and by providing transportation. Fees are based on "accessible" income, since many of the clients are battered women who have no access to the family income, which could be high.

Additional efforts are under way to link resources available to women, in particular those available through the Women's Study Center at the University of Oklahoma. The use of University resources has proven invaluable. A weekly radio and television program is produced by students. Journalism students help with the Center's Newsletter, and the Law School helps with legal research. Many graduate students do internships by working on programs

offered by the Center.

Norman is a small community, probably the most liberal city in Oklahoma. Yet, parents of young children experience housing discrimination. Only one in four apartments is available to families with young children. Thus, the Center is involved in advocacy on behalf of families as well.

Among the plans for future activities are: (1) setting up a barter system to make women's skills and knowledge available to other women; (2) promoting father-daughter nights in schools to increase father participation; (3) pre-divorce mediation; (4) a collection agency to centralize collecting overdue child support payments; and (5) a support group for non-custodial mothers.

b. Ms. Kathleen McNemar, Director of Day Care Neighborhood Centers, Inc. of Houston, Texas. The Center is involved in a wide range of activities in support of families. They include the operation of some Day Care centers and consultation with corporations and businesses to increase their participation in child care, both for their own employees and for the community at large. One innovative program started by the Center is CHATTERS (an acronym for Children's Home Alone Telephone Reassurance Service). The program uses a trained counselor who has access to complete information about the families enrolled, the children, and the neighborhood.

After an extensive intake interview, parents and children are brought to the Center at least once at the start of the school year and taught coping and survival skills (e.g., as what to do in case of a fire, what to do about getting home from school, what to do if a stranger is bothering them, how to place telephone calls, etc.).

A brochure was prepared listing a range of situations that could come up and what to do about them. There is a newsletter, part of which is devoted to parents and part to children. It contains activities that they can do on their own after school. In addition, there is information about other activities for children available in the city.

Funding necessary to start and maintain the program has come from United Way and the Hogg Foundation. One of the main barriers faced has been how to get information to parents in a city the size of Houston. There has been excellent community involvement and assistance from volunteers. One important conclusion from the first two years of operation is that a program such as this should be localized in a neighborhood, rather than city-wide like Houston. The most logical place to start is the elementary school where children attend. The assistance of PTAs and PTOs is critical to the implementation and success of such a venture.

c. Dr. Joe Carlisle, Parent Education Association of Shreveport, and Louisiana State University, Shreveport, Louisiana. The PEA was started three years ago by a few people concerned with the problems of day care in the Shreveport-Bossier City, a predominantly bi-racial metropolitan area in northern Louisiana. The Bossier City Day Care Association had been operating five centers for the last 12 years which attempt to serve working and minority parents. A successful parenting conference sponsored by the Junior League resulted in publication of a document containing information about available services.

The PEA is housed in the Red Cross building and receives important in-kind assistance. Advocacy, public information and education are the main goals of the PEA. Plans include sponsoring parent support groups, in addition to the day care referral service being provided now. The PEA enjoys good media coverage and operates with a paid part-time Director and about 25 core volunteers, many of them Junior League members. One noticeable gap is the absence of corporate people on the Board of Directors. Plans for the period of August through December include about 40 different activities. Their dream is to have a Center, with enough room to house their library, audiovisual materials, and have meeting rooms.

The Reactors were:

a. Ms. Mary Young, M.P.A., Program Development Specialist with Austin Families, Inc. Ms. Young pointed out that the three programs described by Presenters are fairly successful. So is Austin Families, even though it is an indirect service agency. One of the main features of Austin Families is that they have public funding. It would be impossible to address community needs without that basic funding. This has allowed AF to work with employers and community organizations that do not have the staff or time to develop their own programs.

AF has tried to move beyond the traditional coalition of human service agencies and child development groups to include local economic development agencies, political groups, unions, etc. That gives the support for working parent projects a much broader base. Another important strategy is to view working parent issues as more than just a social issue, but as an economic issue which affects the productivity of workers.

b. Mr. Michael Diehl, Texas Fathers for Equal Rights, added that an often neglected resource in most communities are older people, who have been used successfully to provide reassurance to hospital patients, work with preschool children, etc. About the problem of community outreach, Diehl suggested using as a model a California newspaper which sells advertising about items of interest to parents and children. This could be used in addition to public service access time allocated by radios and television

stations, and converage by local media. Finally, money contributions, in addition to votes, can be used as leverage with politicians and legislators.

The reports from Small Groups identified schools as a critical community level agency. There was concern, however, that demands for additional services from schools could be a heavy burden to an already over-committed system. There is, however, ample room for greater community and parent-school cooperation to implement programs such as after school care.

A concern was voiced about a trend of shifting the burden for schoolwork assistance to parents, who in many cases either do not have the time nor the skills to perform such a function. After school care can provide a setting conducive to relieve some of the burden from parents. Other strategies include setting up telephone homework assistance services for parents.

A more radical approach suggested restricting schoolwork to the school day, by simply making better use of the prime time for learning during the day. There was consensus that after-school care cannot be merely a continuation of the school day, and that a break in activities should take place.

Finally, conferees agreed that volunteers, such as elderly people and older students, although important to the success of many programs, must be considered as "icing" on the cake, and not the cake itself. The burden of administering and staffing these programs rests with dependable, professional and paraprofessional paid personnel. Adequate education and training is necessary to supplement and complement a basic caring attitude.

Session V of the conference was devoted to examination of "State and Regional Supports for Working Parents."

a. Ms. Glenda Bean, Day Care Consultant, Arkansas Advocates for Children and Families, Little Rock, Arkansas. The Arkansas Advocates was founded in 1977 as a private non-profit statewide organization to work on the protection, education and well being of families. Their work is in four basic areas: law, education, health, and social welfare. Specific activities include data collection and analysis to improve programs and policies; media campaigns to raise public awareness; and efforts at coalition building among community service groups across the state.

One thrust concentrates more in preventive services. The aim is to reduce stress from the family to keep it intact, whether it be through parenting, financial management, child care, etc. As advocates, they are often called to serve on committees to draft regulations, which is a perfect place to influence legislation. They also testify in regulatory hearings and monitor closely the

budget process. As part of their work, some preliminary research has been conducted on working families in Arkansas, through interviewing personnel managers as an initial effort. They have received some inquiries about employer-sponsored child care and churches have also been very receptive to considering programs to help working parents.

b. Michael Diehl, Texas Fathers for Equal Rights and Mothers Without Custody, Austin, Texas. He represents two groups in the state concerned with the issue of how the legal system affects families. Frequently, legal procedures are structured around the resolution of specific disputes. Lawyers are not counselors, and they cannot help people cope with the emotional stress often associated with divorce. Both of these organizations promote formation of support groups to help people undergoing divorce, separation or custody disputes. Their thinking is that, regardless of who ends up with custody of the children, it is still a very difficult time to go alone.

One aim of these two groups is also to inform people about existing avenues of collecting child support and to enforce visitation rights. Diehl quoted findings from a recent study in Texas that indicated that intact families spend on the average 14 1/2 minutes a day interacting with their children. Of that time, 12 1/2 of those minutes are spent correcting children. If that is the case with intact families, it is easy to imagine what happens in families undergoing stress.

In a recent poll, it was found that currently about 80 percent of the fathers are present at the child's birth, compared with only 27 percent ten years ago. Further, at the present time about 60 percent of fathers are attending childbirth classes. These facts are indicative of profound changes in society regarding the involvement of fathers in raising their children, and this is reflected in their insistence to continue to be involved with children after the divorce.

Currently, in the final divorce decree, the norm is that there will be a specific award of child support, and a non-specific, not easily enforceable award of access. Thus, parents who have established a pattern of involvement before divorce may find barriers in maintaining that level of involvement. Other parents claim that if they are not to be allowed access to their children, they will not pay support. It appears that the atmosphere of antagonism has more of an impact on the children than the divorce itself.

Diehl also cited findings from a study of single parents and their relations with public schools which found that the typical treatment received was that of a non-existent person. There is a need for people in schools to remember that for every single parent with custody there is one out there without custody, and that parent probably cares very much about the child's life. Failure to

do so only perpetuates an old myth that only the custodial parent that has custody really matters. Studies about children of divorce all over the country have shown that children who do best are those who feel that they have two caring parents.

The Reactors to these two presentations were:

a. Dr. Ralph Brewer, Jackson, Mississippi. Although Dr. Brewer is an officer in the Education Department, he devoted this time to discuss the work of the Governor's Commission for Children and Youth. Created in 1970, it has operated as an advocacy group within the state government. They have determined that there are 90,000 children in Mississippi with working parents who need child care services and only 60,000 child care slots. The Commission was instrumental in lobbying for a state-supported kindergarten program and a stronger compulsory education law. Some pilot programs have already begun to offer kindergarten programs and assistant teachers to work with children who have been absent.

Another successful program is the Business/Industry Education Partnership. They have created a state advisory committee to assist staff in developing new business-education partnerships.

As found in other states, Mississippi public schools over the last two decades have tended to close their doors, shutting out the public and community. Now efforts are being undertaken to reverse that trend through developing materials to help local school administrators enhance lost or forgotten skills for working with the community. A carefully planned, statewide conference resulted in some proposals which are being developed into brochures and materials for local workshops in schools and businesses. These materials will be used to develop the attitudes needed to enhance the relationships between industry and education.

b. Ms. Gay Erwin, Executive Director, Governor's Commission for Women, Austin, Texas. Just created by the incoming governor, this Commission has been charged with identifying issues and concerns of women, and working with the various state agencies in coordinating existing services. A major interest of the Commission is working mothers, and in particular, the availability of quality child care. Another issue that they have been involved has to do with passage of legislation to permit wage-garnishment for child support. This legislation, a constitutional amendment, was approved by the legislature and was overwhelmingly approved in a statewide vote during November and has become law. The measure also was supported by the Texas Fathers for Equal Rights and Mothers Without Custody.

At the end of Session V, it became clear to participants that solutions to the issues and concerns identified must come at the local level, but there is an important role open for state and

regional organizations. The small group sessions were devoted to identifying some issues and needs and some possible solutions which can begin to be implemented in order to meet the needs of working parents.

The issues and needs discussed included:

1) Training of day care professionals and paraprofessionals.

2) Needs of parents of special education children and the lack of suitable facilities for them; lack of properly trained personnel and the high cost of specialized care.

3) Training for Family Day Home Providers, most often found clustered around the schools.

4) Transportation to and from schools and day care centers.

5) Summer care.

6) Supervision for play areas and parks.

7) The barriers to parental involvement for working parents.

8) Homework; its necessity and how much time it should involve.

9) Lack of teacher and parent preparation for scheduled school conferences, and communications between home and school.

10) Lack of employer/business awareness of school activities that require presence of parents.

11) Potential resentment by single, childless or older employees about special benefits or treatment afforded to parents of young children.

This partial list of problems/issues was accompanied by an equally long list of suggestions, and, in some cases, examples of actual programs currently being implemented to meet some of these needs. Among these were:

a. Training of child care personnel. In the past this training has been supported by federal funds. Cutbacks and consolidation of social programs into block grants has diminished the capacity of many states to license and enforce minimum standards for child care. An exemplary program started by Austin Families, Inc., called Quality Development, sends a child development specialist to Family Day Homes in the community and works with them in improving the quality of care, teaching activities appropriate for the children, etc. Another suggestion was to

incorporate these Family Day Home people in the training provided to the After School Care Personnel, which is financed by the schools or the programs themselves. That would be a relatively inexpensive improvement of the quality of care received by children not attending formal school care.

b. Parental involvement in schools. The consensus appears to be that many working parents cannot be asked to show the same level of involvement in many school activities as traditionally expected from stay-at-home mothers. However, efforts must be made to improve the opportunities for working parents to have direct communication with teachers of their children. School conferences need to be not only better scheduled, but also structured and prepared in such a way that they inform the parents about progress and success, and do not become just another negative encounter. Some participants suggested the desirability of joint parent-child-teacher conferences, while others favored home visits. Whether or not these suggestions are reasonable, and whether or not teachers would be willing and able to do so is still an open issue.

c. Handling by teachers of situations of marital instability and divorce. A critical need is to take measures to avoid stigmatizing children, and the provision of special counseling to children involved in divorce or custody conflicts. These services would have the character of preventative of further disruption of the academic and social life of individual children and whole classes.

d. Schools' role in school-business cooperation. One way to increase employers' awareness of the needs of their employees who are parents is to provide businesses with information about school events through outreach activities. The willingness of schools to provide information should help counter the private sector perception that school staff only call on businesses to request money, materials, or services. This type of outreach can become a true exchange. One approach becoming popular is the Adopt-a-School concept, being implemented in various communities, including Austin. That was a system-wide program, involving pairing of schools with some of the larger businesses in the area.

e. Resistance from non-parents at the workplace to special benefits for working parents. One solution is the "cafeteria" approach to employee benefits. In this approach, individuals can select, at various times, different options with a similar total value to accommodate their current needs. Thus, young parents may opt for child care assistance, while single employees may concentrate on estate-building, or extra time to pursue educational goals, while older employees may choose retirement options.

f. Workplace policies. The implementation of policies that are important to parents, such as flexible leave policies,

flexitime, job sharing, part-time employment, etc., can best be accomplished through education and the use of role models. Particularly innovative industries should be recognized and rewarded. Many employers may be moved more by competing for a favorable image than by profits alone. It also was suggested that non-profit and public sector employers should be on the forefront of these innovations, and serve as examples to others.

g. Union and employee participation. It was recognized that participation of unions and other employee organizations, when they exist, is key to the promotion and successful implementation of these changes in workplace policies.

The final part of the conference was devoted to identification of needs that conferees perceive in their respective spheres of activity, and what role the Working Parents Project and the Southwest Educational Development Laboratory could and should play to help meet those needs.

Dr. Renato Espinoza, Senior Researcher of the Working Parents Project, explained the importance of regional input at this point. The concept of stakeholder, as currently used in SEDL planning activities, refers to those individuals, organizations, and agencies which the Laboratory can impact directly. Since most of the work of SEDL is directed to schools and educators, the logical stakeholders are Local and State Educational Agencies (LEAs and SEAs).

The Working Parents Project, on the other hand, because it deals with "parents," also considers as stakeholders those projects, agencies, organizations and individuals concerned with parents, families, and workers who are parents, in addition to those who deal directly with the care and education of children.

Work proposed by the Working Parents Project for Fiscal Year 1984 is designed to complete the cycle of research, dissemination, development, and application which has characterized previous work. Findings from the research are added and integrated into the accumulated knowledge, and then disseminated to other researchers. Findings can then be translated into specific proposals for action, which are developed in the form of "how to" manuals, content for workshops, models for programs, guidelines for policies, etc.

All of these activities have been part of SEDL work in the past and many take place concurrently. It is clear that action-minded individuals like the participants in this conference do not wait for the research to spell out the details of the problems before stepping into program development and implementation. Thus, for almost any need identified here, there appears to be someone, somewhere, already working on the solution.

This conference by WPP was designed to be a first step, and required participants to become involved in an outreach effort. WPP asked them to provide information about other programs, projects, agencies and individuals that they are familiar with, particularly those who could benefit from knowing about efforts discussed during the conference. The Working Parents Project staff will compile information provided by conference participants on especially designed "Networking Forms." That information will be shared with all conferees and all those listed in the forms.

During the last session, participants were asked to address the following questions:

- What can the Working Parents Project staff (and the Southwest Educational Development Laboratory) do to help these pioneer efforts?

- What should be the role for a regional non-profit institution like SEDL, and in particular, the Working Parents Project?

The suggestions offered by conferees correspond to a variety of roles, ranging from research to development, evaluation to application, training, information gathering and dissemination, consultation and technical assistance. Specific suggestions included the following:

a. Perform a clearinghouse function. To gather information about programs and activities and disseminate that information to potential users in the region. The point was made that other regions of the country seem to have made great progress in a variety of areas relevant to working parents, yet, that information is not widely or easily available to local programs without national connections. In at least three different "national conferences" held recently concerning (1) single parents and the schools, (2) employer-assisted child care, and (3), after school care, very few, if any, representatives from programs in our region have been present and/or invited to participate. These national conferences have been held in the East or Northeast, and have drawn their participants from the surrounding areas. The South and Southwest is clearly underserved when it comes to access to first-hand information about innovative programs and activities.

b. Provide neutral expert testimony. Oftentimes there is a need to provide research fundamentation for or against programs, policies, regulations, or legislation proposed. That is a function that could be undertaken by a non-profit, "neutral" organization such as SEDL.

c. Provide evaluation services to programs and agencies that are too small to have their own evaluation teams.

d. Provide consultation services to various school systems and

help them set up after-school care programs.

e. Provide consultation services to school systems in other related areas concerning working parents and single-parent families.

f. Extend consultation assistance and collaborative relationships to other agencies and organizations, including non-educational organizations, such as voluntary and service organizations, businesses and corporations, employee groups and unions.

g. Facilitate access to research data bases necessary for program development by practitioners not familiar with recent, relevant research.

h. Facilitate the exchange of experiences within the region among organizations in various states by serving as anchor to a network of programs, agencies, organizations and individuals concerned with working parents and their families.

i. Develop materials, including "how to" manuals to assist practitioners in the development of programs and activities supportive of working parents and single parents.

j. Work with State Departments of Education officials to increase their awareness about the needs of working parents and single-parent families.

k. Assist in forming networks and coalitions at the local, state and regional level to help with programs, legislation, appropriations and other forms of public policy which are supportive of working parents.

After delivering such encompassing mandates to the Working Parents Project, conferees agreed that the list more so constitutes a "wish" list, and that some things can be done sooner or easier than others. There was agreement that a first order of business was to determine what is out there, i.e, what is happening with programs relevant to working parents and single parents. Thus, priority should be given to information gathering, and dissemination, and network-building. Those activities would increase the capacity of the Project in providing consultation and technical assistance to others in the region.

There was conference agreement about the importance of the Networking Forms distributed to participants. The Working Parents Project staff pledged to compile a preliminary list of programs, publications and individuals, and to make the Conference Proceedings available not only to participants, but also to those people and places listed on the Networking Form by participants.

The conference was adjourned at 3:00 p.m. and participants were asked to fill out and return a "Conference Reaction Form."

4. Conference Evaluation.

The conference packet included a "Conference Reaction Form." Near the end of the last session, participants were asked to complete the form. Fourteen forms were returned then and one more was returned by mail. A copy of the Reaction Form is provided as Appendix D.

A statistical summary was prepared on the basis of the 15 forms returned.

The overall assessment of conferees was positive. Ratings with a five-point scale of 1 = Not Useful to 5 = Very Useful were used to obtain reactions for the five main conference sessions. Conferee ratings as stakeholders were, in general, slightly more positive than those made in their capacity as professionals. Ratings also were requested for five types of conference activities: presentations, reactions, small group discussions, networking, and informal contacts.

The main conference session ratings are presented as the percentage of respondents marking 4 or 5 (Useful or Very Useful), and the percentage marking 2 or below (Slightly Useful or Not Useful).

SESSION	AS STAKEHOLDERS		AS PROFESSIONALS	
	Positive*	Negative**	Positive*	Negative**
1. Research Reports	86%	7%	80%	13%
2. Getting Employers	71%	0	67%	22%
3. Getting Schools	91%	9%	86%	14%
4. Getting Communities	92%	0	79%	0
5. Getting States	71%	14%	73%	7%

It appears that the most successful conference sessions were those dealing with efforts to get schools and communities involved in supporting working parents.

The ratings about the usefulness of various conference activities were as follows:

ACTIVITY	POSITIVE RATINGS*	NEGATIVE RATINGS**
1. Presentations	87%	7%
2. Reactions	40%	20%
3. Discussion Groups	40%	60%
4. Networking	73%	9%
5. Informal Contacts	79%	7%

It is not surprising to find presentation, networking and informal activities rated most favorably. Relative low ratings of the "reaction" format is not surprising either, since it did not adequately serve to convey the experience and information that reactors contributed to the conference. What was surprising is the relatively low rating of the small discussion groups. It had been

*Positive ratings were 4 = Useful and 5 = Very Useful.
**Negative ratings were 2 = Somewhat Useful and 1 = Not Useful.

expected that the small group format would foster greater participation on the part of all conferees than discussion by the whole group. Some of the comments heard informally indicated that given the interrelated nature of the topics, discussions tended to be somewhat repetitious, since it was hard for the groups to restrict the discussions to just one kind of problem or one kind of agency or program at a time.

Conferees were asked to rate the overall usefulness of getting together people involved in research, direct services, and planning/advocacy/decision-making. The ratings indicate that 30 percent of the participants felt it was useful, and 66 percent felt it was very useful. As to the desirability of a conference with a similar format in their home states, 86 percent felt it would be useful or very useful, and 14 percent felt it would only be somewhat useful.

Suggested changes in format for similar conferences in the future generally favored increasing the time available for presentations, and increasing time for networking and informal contacts.

Overall, the evaluations were positive but not devoid of some critical comments. Only one participant was definitely negative in his/her ratings. Unfortunately, this respondent did not provide staff with more feedback, either privately or in the spaces provided for additional written comments. Those written comments of other respondents are reported, unedited, except for references to specific cities, states or projects which are omitted to maintain the anonymity of the evaluation form.

The comments are grouped by the section of the form in which they were requested.

(1) Comments about usefulness of the five sessions as stakeholder and as professional were:

- All the information was extremely useful.

- Since community involvement strategies was my strength, this conference added somewhat--In terms of the research and creativity, organization and participation, the conference was excellent.

- I really liked the integration of research and practice.

- Not enough "how to."

- The content of each session was presented well. Naturally, some were slightly more relevant to my job than others; nevertheless, <u>all</u> were interesting.

- I appreciated the way in which you facilitated communication

between research, program, and advocacy efforts. I encourage you to continue to combine those areas in your future activities.

- These five sessions were perhaps more helpful to me than some other participants since this is somewhat outside of my normal daily routine.

(2) Comments about the usefulness of getting together researchers with practitioners and advocates were:

- A great strength of the conference was in the interaction which was provided for participants.

- A super idea!

- Since this region has little cohesiveness on this subject, the conference was an excellent way to meet persons of similar interests and experience.

- I will take home with me several ideas and program suggestions which seem tailor-made for my community.

- I now have names of resource persons for conferences in our state.

- Avoid overlap in subject areas--too many similar presentations seems ??

- Helpful in terms of networking.

- Extremely useful!

(3) Comments about potential usefulness of conference format in other states were:

- We'd love help in pulling something like this off.
- The organization of such would be difficult (but not impossible) to accomplish.

- We have conducted similar conferences and are committed to continuing to serve our clientele in that way.

- Would serve to establish coalitions, consensus.

- Probably would need to give people more options, choices between services.

- Would like to take this information to our state!

(4) General comments were:

- The organizational format was an excellent means of sharing information and also created a climate of sharing.

- A beautifully organized conference--it was a real pleasure and of great benefit to participate. Thank you.

- Your conference made better arrangements and plans for the participants than any conference I can recall. Those personal touches are appreciated. Thank you very much for you many efforts. Though hard to plan for when not aware of involvement level of participants, I would have appreciated the ability to explore ideas with greater depth. Due to the diversity of people and their functions, it took a while to cross-evaluate similarities in order to discuss. The diversity was excellent for a first conference. A future conference with persons of more similar roles would be useful to me.

- It is my sincere hope that a viable and creative network can be achieved. I want to continue the sharing of ideas, programs, strategies, funding concerns and creative consultation through SEDL. I'm grateful for the opportunity to have been (and learned) here.

- Excellent conference. Enjoyed the people, the information, and the potential usefulness to our efforts in (my city) to get community involvement in schools.

- The conference as very useful to me for (1) new ideas/ thoughts/comments received, and (2) ability to discuss information on (my program). Thanks.

- The c erence was excellent. I've learned so much that I'll be able to use immediately. Thank you for making us feel so comfortable. Enjoyed the hospitality at the social gathering. Thanks for inviting me--I look forward to some continued connections as we all work for families. Fantastic experience! I really appreciated all the behind-the-scenes work you did ot make this one so successful. Great job!

- Would be highly interested in regular research reports from network and region regarding family life.

- I felt that there was quite a bit of repetition in the small group discussions. More variety in the questions, fewer sessions, or eliminating the sessions could have helped. I did not get much new information out of the small groups.

- Conference helpful. Some creative information. Would be interested in expanding to include more people (reseach and practitioner) in all areas. Hope that the network will continue to develop.

- A well-planned, well-managed and enjoyable conference. I feel fortunate to have been invited.

- It was very helpful to meet persons who are currently working in my project area. The practical how-to's should benefit my project as I go along.

- I think the conference was well-organized. You packed a lot of good information and discussion into a short time.

- This was a worthwhile and useful experience for me. I appreciate the preparation which obviously went into this conference. I will make opportunities to share with (colleagues) in (my state) this opportunity to serve children in this beautiful way. Thanks.

MISCELLANEOUS COMMENTS

(About changes in format desired/suggested.)
1. Increased time for presentation: Hard to stick to time limit, but a good idea to have only 10 minutes.

2. Increased time for informal contacts: Barbeque was very nice idea.

3. More time for discussion as a large group would have been nice--you did this after I made the comment. Thanks!

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APPENDICES

A. Interview Schedules and Coding Categories

B. Advisory Board Members

C. Conference Participants

D. Conference Materials

   1) Agenda

   2) Conference Reaction Form

   3) Networking Form

APPENDIX A

Date:_____

ID#:_____

FIRST INTERVIEW

A. HOUSEHOLD MEMBERS

GIVE NAMES (FIRST) OF ALL MEMBERS OF HOUSEHOLD, THEIR SEX, AGES AND RELATIONSHIP TO YOU (MOTHER). WHAT SCHOOL DOES EACH CHILD ATTEND AND WHAT GRADE ARE THEY IN?

	Name	M/F	D.O.B.	School/Grade	Relationship
Mother					
Child 1					
Child 2					
Child 3					
Child 4					
Child 5					
Other					
Other					
Other					
Other					

B. DWELLING AND NEIGHBORHOOD

1. HOW LONG HAVE YOU LIVED IN AUSTIN? ____yrs. ____mos.

2. WHERE DID YOU GROW UP? _____ City _____ State _____ Other

3. WHY DID YOU MOVE TO AUSTIN? (OR, WHY DID YOU MOVE BACK?)

   1. Job opportunities 2. Relocation of husband 3. Near family/friends

   4. School opportunities 5. Moved with family of origin

   6. Other_____ 8. NA

4. HOW LONG HAVE YOU LIVED IN THIS HOUSE/APARTMENT? ____yrs. ____mos.

5. DO YOU: 1. Own 2. Rent?

6. [1. House 2. Duplex 3. Apt. 4. Condo]

7. WHY DID YOU CHOOSE THIS NEIGHBORHOOD? Near: 1. Schools. 2.Shopping 3. Workplace 4. Parks/recreation 5. Friends/relatives or 6. Price 7. Other _____

8. HOW OFTEN DO YOU VISIT WITH YOUR NEIGHBORS IN EACH OTHER'S HOMES?
1. Several times week 2. Several times month 3. Few times year 4. Never

9. HOW OFTEN DO YOU TALK WITH YOUR NEIGHBORS IN THE YARD?
1. Several times week 2. Several times month 3. Few times year 4. Never

10. HOW OFTEN DO YOUR CHILDREN PLAY WITH CHILDREN IN THE NEIGHBORHOOD?
1. Daily 2. Few times week 3. Few times month 4. Few times year 5. Never

11. WHAT GROUPS OR ORGANIZATIONS ARE YOU ACTIVELY INVOLVED WITH (INCLUDING CHURCH)?

	Group (describe)	Frequency	In Neighborhood?
1.	_____	_____	Yes No
2.	_____	_____	Yes No
3.	_____	_____	Yes No
4.	_____	_____	Yes No
5.	_____	_____	Yes No

12. HOW OFTEN DO YOU ATTEND MEETINGS OR PARTICIPATE IN ACTIVITIES OF GROUP?
[Ask for each group separately and record frequency above as:
1. Regularly 2. Seldom 3. Never]

13. IS THIS GROUP LOCATED IN YOUR NEIGHBORHOOD?
[Ask for each group separately and record above either "yes" or "no."]

C. WORK HISTORY

IN ORDER TO UNDERSTAND YOUR FEELINGS AND EXPERIENCES IN YOUR PRESENT JOB, IT WOULD BE HELPFUL TO US TO HAVE AN IDEA OF YOUR WORK AND FAMILY HISTORY, BEGINNING WITH YOUR MARRIAGE OR YOUR FIRST JOB. BUT FIRST, WE WOULD LIKE TO HAVE SOME INFORMATION ABOUT YOUR EDUCATIONAL BACKGROUND.

1. HIGH SCHOOL [Name and location]? _____ School _____ City

2. DID YOU GRADUATE? 1. Yes 2. No 3. GED

3. YEAR GRADUATED? _____ 88. NA

4. DID YOU TAKE COURSES OR PREPARE IN ANY WAY FOR A JOB AFTER HIGH SCHOOL?

   1. Yes 2. No

5. WOULD YOU DESCRIBE YOUR JOB/CAREER PLANS UPON GRADUATION FROM HIGH SCHOOL AS:

   1. WELL DEFINED 2. VAGUE OR 3. NONE?

6. WHAT DID YOU PLAN TO DO UPON GRADUATION FROM HIGH SCHOOL?

   _____

7. DID YOU ATTEND COLLEGE OR BUSINESS SCHOOL AFTER HIGH SCHOOL? 1. Yes 2. No

8. [If so] HOW MANY YEARS? 1 2 3 4 years college

   1 2 years business/trade school

9. [If applies] WHAT DID YOU PLAN TO DO AFTER ATTENDING COLLEGE/BUSINESS SCHOOL?

   _____

10. DID YOU PLAN TO WORK OUTSIDE THE HOME AFTER YOU HAD CHILDREN?

    1. Yes 2. No 3. Didn't plan 4 Later

    Comments: _____

    _____

11. DID YOUR MOTHER WORK OUTSIDE THE HOME?

    1. Yes 2. No 3. Periodically 4. DK/NA

12. BEGINNING WITH YOUR GRADUATION FROM HIGH SCHOOL, WE WOULD LIKE TO HAVE DESCRIPTIONS OF ALL THE MAJOR JOBS YOU HAVE HAD AND ALL MAJOR LIFE EVENTS, SUCH AS MARRIAGE, BIRTHS OF CHILDREN, MOVES, AND ILLNESSES. ALSO, WE NEED TO KNOW ABOUT THE TIMES WHEN YOU DID NOT WORK OUTSIDE THE HOME.

	Job/Life Event	Employer/Comments	PT/FT Job	Why Began	Why Quit	Length
E1						
E2						
E3						
E4						
E5						
E6						
E7						
E8						
E9						
E10						
E11						
E12						
E13						
E14						
E15						
E16						
E17						
E18						

14. WHICH OF THESE JOBS DID YOU LIKE MOST? _____

15. WHY? _____

_____

16. WHICH OF THESE JOBS DID YOU LIKE LEAST? _____

17. WHY? _____

_____

18. HAVE YOU PERSONALLY EXPERIENCED ANY TYPE OF DISCRIMINATION ON ANY OF YOUR JOBS? 1. Yes 2. No

19. [If yes] WHY DO YOU FEEL YOU HAVE BEEN DISCRIMINATED AGAINST?

1. Ethnicity 2. Gender 3. Age 4. Marital Status 5. Other: _____

_____ 6. NA

20. [If yes] IN WHAT WAY HAVE YOU BEEN DISCRIMINATED AGAINST?

_____

_____

21. [Progression of jobs--two dimensions to be rated: a. Direction and b. planning]

a. Direction: 1. Steadily upward 2. Continuous at same level

3. Up and down; erratic 4. Steadily downward

b. Planning: 1. Well planned; goal oriented 2. Moderate planning

3. Random; no planning

22. WHY DID YOU GO TO WORK FOR YOUR FIRST EMPLOYER, AS OPPOSED TO A DIFFERENT EMPLOYER? _____

_____

D. CURRENT JOB/WORK POLICIES

WE WOULD LIKE TO HAVE SOME MORE INFORMATION ABOUT YOUR CURRENT JOB, THE PEOPLE YOU WORK WITH, ETC.

1. JOB TITLE: _____ HOW LONG? _____

2. DEPARTMENT: _____

3. WHAT OTHER JOBS HAVE YOU HAD WITHIN THIS COMPANY?

	Position	PT/FT	Why Began	Why Transferred	Length
First:	_____	____	_____	_____	_____
	_____	____		_____	_____
	_____	____		_____	_____
	_____	____		_____	_____
Last:	_____	____		_____	_____

4. [Progression of jobs--two dimensions to be rated: a. Direction and b. Planning]

a. Direction: 1. Steadily upward 2. Continuous at same level

3. Up and down; erratic 4. Steadily downward 8. NA

b. Planning: 1. Well planned; goal oriented 2. Moderate planning

3. Random; no planning 8. NA

5. WHAT ARE THE DUTIES OF YOUR PRESENT JOB?_____

_____

_____

6. WHAT DECISIONS DO YOU MAKE ON YOUR JOB?_____

_____

_____

7. TO WHAT EXTENT DO YOU DETERMINE THE ORGANIZATION OF YOUR WORK? THAT IS, THE ORDER IN WHICH YOU PERFORM TASKS, THE SETTING OF DEADLINES AND THE PACE AT WHICH YOU WORK?

1. Very little 2. Moderate 3. Very much

Comments:_____

_____

8. WHO ON YOUR JOB HAS THE MOST SAY IN TERMS OF WHAT YOU DO EVERY DAY?

_____["real" supervisor]

9. IS THIS SUPERVISOR/PERSON: M / F? M / S / D / W? Age ____?

Children / No children? Ethnicity: B A NA O (Oriental/Other)

10. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH THIS SUPERVISOR?

1. Very friendly; close 2. Friendly; yet professionally distant

3. Distant; little communication 4. Hostile; several confrontations

5. Other:_____

11. HOW CLOSELY WOULD YOU SAY YOU ARE SUPERVISED?

1. Closely 2. Moderately close 3. General 4. Other:_____

12. EVERY JOB HAS SOME PRESSURE; WHAT DO YOU SEE AS THE SOURCE OF MOST OF THE PRESSURE ON YOUR JOB?

_____

13. HOW INTENSE IS THIS PRESSURE? 1. High 2. Moderate 3. Low

14. HOW OFTEN DO YOU EXPERIENCE THIS PRESSURE?

1. Daily 2. Few times week 3. Few times month 4. Rarely

15. WHAT HOURS DO YOU WORK? _____No. Hours/week_____

1. Regular day (M-F) 2. Shift _____ 3. Other _____

16. IS THIS A REGULAR/SET SCHEDULE? 1. Regular 2. Irregular

17. DO YOU WORK ANY HOURS OVER YOUR REGULAR HOURS? 1. Yes 2. No

18. IS THIS EXTRA WORK VOLUNTARY? 1. Yes 2. No 3. Sometimes 4. DK 8. NA

19. ARE YOU PAID OVERTIME (TIME AND A HALF) WAGES? 1. Yes 2. No 3. DK 8. NA

20. DO YOU GET COMP TIME (COMPENSATORY TIME)? 1. Yes 2. No 3. DK 8. NA

21. IF YOU WORK EXTRA TIME, HOW IS THAT DECIDED? _____

_____

_____

22. HOW MANY HOURS OF EXTRA WORK (OVERTIME/COMP TIME) DO YOU AVERAGE PER WEEK?

_____hours. 8. NA

23. IF YOU NEED JUST A FEW HOURS (LESS THAN A DAY) TO TAKE CARE OF SOME UNEXPECTED PROBLEM, SUCH AS WITH CHILDREN, SCHOOL, BABYSITTERS, ETC., CAN YOU TAKE TIME OFF?

1. Yes 2. No 3. DK

24. ARE YOU PENALIZED IN ANY WAY FOR IT? 1. Yes 2. No

25. HOW SATISFIED ARE YOU WITH THE VARIOUS FORMS OF LEAVE AVAILABLE TO YOU? (SICK LEAVE, PERSONAL LEAVE, EXCUSED LEAVE, LEAVE WITHOUT PAY, VACATION, MATERNITY LEAVE)

1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied

4. Very dissatisfied.

26. COMMENTS ABOUT LEAVES:_____

_____

_____

_____

27. CAN YOUR CHILDREN/CHILD CARE REACH YOU AT WORK BY PHONE? 1. Yes 2. No

28. HOW FREQUENTLY IS THIS PERMISSIBLE?

1. Anytime; no restrictions 2. Restrictions of frequency; pressure to limit calls 3. Not allowed

29. HOW WOULD YOU DESCRIBE YOUR PRESENT JOB IN TERMS OF THE SATISFACTION IT GIVES YOU?

1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied

4. Very dissatisfied

30. HOW WOULD YOU DESCRIBE YOUR PRESENT JOB IN TERMS OF THE STRESS INVOLVED?

1. Very stressful 2. Somewhat stressful 3. Not at all stressful

31. WHAT DO YOU LIKE MOST ABOUT YOUR JOB?_____

_____

32. WHAT DO YOU LIKE LEAST ABOUT YOUR JOB?_____

_____

33. [Overall degree of autonomy: 1. Very little 2. Moderate 3. Very much]

34. HAVE YOU CONSIDERED ANOTHER JOB WITHIN THE COMPANY? 1. Yes 2. No

35. [If yes] WHICH JOB?_____

36. [If no] WHY?_____

_____

37. DO YOU KNOW WHAT YOU NEED TO DO TO GET ANOTHER JOB WITHIN THE COMPANY?

1. Yes 2. No

38. [If yes] WHAT?_____

39. [If no] WHY DON'T YOU KNOW?_____

40. WHAT ARE YOUR IMMEDIATE JOB PLANS FOR THE FUTURE?_____

_____

41. WHAT ARE YOUR LONG RANGE JOB PLANS?_____

_____

42. [Clarity of job plans: 1. Clear; goal directed 2. Somewhat clear; no specific plans 3. Very vague; no plans]

43. HAVE YOU HAD ANY PART-TIME JOBS IN ADDITION TO YOUR FULL-TIME JOB SINCE YOU BEGAN WORKING FOR YOUR PRESENT EMPLOYER?

1. Yes 2. No

[If so] BEGINNING WITH YOUR FIRST PART-TIME JOB SINCE YOU TOOK YOUR PRESENT FULL-TIME JOB, DESCRIBE: (list chronologically)

	Position	Employer	Avg. No. Hrs./Week	Why Began	Why Quit	Length
1.						
2.						
3.						

44. WHAT DO/DID YOU LIKE ABOUT YOUR PART-TIME WORK?_____

_____

45. WHAT DO/DID YOU DISLIKE ABOUT YOUR PART-TIME WORK?_____

_____

E. SOCIAL RELATIONS AT WORK. WE ALL SPEND A GOOD DEAL OF OUR DAY AT WORK. I WOULD LIKE TO KNOW MORE ABOUT HOW IT IS TO WORK FOR THE PHONE CO./BANK.

1. WE WOULD LIKE SOME INFORMATION ABOUT YOUR RELATIONSHIPS WITH THE PEOPLE YOU WORK WITH. WHO AT WORK DO YOU TALK WITH FREQUENTLY?

	Name	Relationship	M/F	MS	Ethn.	Dept.	Topics	Rating	Freq.	Outside Activities	Freq.	Close
1.								/				
2.								/				
3.								/				
4.								/				
5.								/				
6.								/				

Ratings: Frequency 1. Daily 2. Few times week 3. Few times month 4. Rarely

Topic 1. Work related only 2. Work related primarily, some personal
3. Mostly personal - self 4. Mostly personal - parenting 5. "Everything"
(Topics can be rated as 3 and 4.)

Closeness 1. Very close 2. Somewhat close 3. Not close at all

Department 1. Same 2. Different

Relationship 1. Peer 2. Immediate supervisor 3. Higher supervisor 4. Subordinate

F. FAMILY FINANCES

WE WOULD LIKE TO HAVE AN OVERALL PICTURE OF YOUR FAMILY'S FINANCIAL SITUATION, IN PARTICULAR YOUR MAIN SOURCES OF INCOME AND OTHER FORMS OF ASSISTANCE THAT YOU MAY HAVE.

Regular Income

1. WHAT WAS YOUR TOTAL INCOME FROM YOUR JOB AT (THE BANK/PHONE CO.), INCLUDING ANY BONUSES OR RAISES FOR 1982 (last year)?..... $_____

2. WHAT WAS YOUR TOTAL INCOME FROM OTHER PART-TIME JOBS THAT YOU HELD DURING LAST YEAR (1982)?..... $_____

3. THEN, YOUR EARNED INCOME LAST YEAR WAS..... $_____

4. HOW MUCH DID YOU RECEIVE IN CHILD SUPPORT PAYMENTS LAST YEAR? $_____

5. HOW MUCH IS YOUR EX-HUSBAND SUPPOSED TO PAY?..... $_____

6. ARE THESE PAYMENTS REGULAR AND ON SCHEDULE? 1. Regular 2. Irregular 3. None

7. IS THIS AMOUNT SET/CONTROLLED BY THE COURT? 1. Yes 2. No

8. IF PAYMENTS ARE NOT REGULAR, WHAT DO YOU DO ABOUT IT?_____

_____

_____

_____

9. DO YOU HAVE ANY OTHER FORMS OF SUPPORT OR ASSISTANCE? 1. Yes 2. No

Car payments / Utilities / Food / Public Assistance / Child Care /

School Lunch / Food Stamps / Other_____

_____

_____

10. HOW SATISFIED ARE YOU WITH THE BENEFITS PROVIDED BY THE (PHONE CO/BANK)?

1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied

4. Very dissatisfied Comments:_____

_____

_____

_____

6. FAMILY/SCHOOL RELATIONS

THE PURPOSE OF THIS SECTION OF THE QUESTIONNAIRE IS TO DETERMINE HOW YOU ARE ABLE TO KEEP UP WITH THE EDUCATION OF YOUR CHILDREN. FOR THE PURPOSES OF OUR RESEARCH WE WOULD LIKE TO CONCENTRATE ON THE CHILD CLOSEST TO THE FIFTH GRADE.

1. _____
CHILD'S NAME GRADE SCHOOL

2. HOW DOES CHILD GET TO SCHOOL? 1. Walks 2. Bike 3. Rides with friend
4. School bus 5. City bus 6. Rides with mother 7. Other _____

3. HOW DOES THE CHILD GET HOME FROM SCHOOL? 1. Walks 2. Bike 3. Rides with friend 4. School bus 5. City bus 6. Mother 7. Other _____

4. IN GENERAL, HOW SATISFIED ARE YOU WITH THE WAY YOUR CHILD IS BEING EDUCATED AT HIS/HER SCHOOLS?
1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied
4. Very dissatisfied

5. WHAT DO YOU LIKE MOST ABOUT YOUR CHILD'S SCHOOL? _____
_____
_____

6. WHAT DO YOU LIKE LEAST ABOUT YOUR CHILD'S SCHOOL? _____
_____
_____

7. HOW OFTEN DO YOU AND YOUR CHILD TALK ABOUT HIS/HER SCHOOL EXPERIENCES?
1. Daily 2. Few times week 3. Few times month 4. Rarely

8. WHAT KINDS OF THINGS ABOUT SCHOOL DO YOU AND YOUR CHILD TALK ABOUT?
1. _____
2. _____
3. _____
4. _____
5. _____

9. DO YOU DISCUSS HIS/HER SCHOOL EXPERIENCES WITH ANYONE ELSE? 1. Yes 2. No

10. [If yes] WITH WHOM? 1. Co-workers 2. Friends 3. Other parents
4. Other family members 5. Father 6. Teacher 7. Counselor 8. Principal
9. Other_____ NA

11. HAVE YOU COMMUNICATED WITH YOUR CHILD'S TEACHER THIS YEAR? 1. Yes 2. No

12. [If yes] HOW? 1. In person 2. By phone 3. By notes 4. Through child
5. Other_____ 8. NA

13. [If yes] HOW OFTEN? 1. Weekly 2. Few times month 3. Few times year
4. Other_____ 8. NA

14. [If yes] WHAT ABOUT? 1. Child's progress 2. Child's behavior 3. Both
4. Other_____ 8. NA

Explain:_____

_____

_____

15. [If no communication with teacher] WHY? _____

_____

_____

16. HAVE YOU HAD TIME TO PARTICIPATE IN ANY ACTIVITIES AT CHILD'S SCHOOL WITHIN THE PAST YEAR? 1. Yes 2. No

17. WHAT TYPES?	How often
1._____	1 2 3 4
2._____	1 2 3 4
3._____	1 2 3 4
4._____	1 2 3 4
5._____	1 2 3 4
6._____	1 2 3 4

[Frequency: 1. Once/twice 2. 3-5 times 3. 6 or more 4. Always]

18. [If she has not participated] WHAT ARE THE REASONS? _____

_____

_____

_____

19. HOW OFTEN DOES CHILD HAVE HOMEWORK?

1. Daily 2. Few times week 3. Few times month 4. Rarely 5. Never 6. DK

20. WHEN CHILD HAS HOMEWORK, WHERE DOES CHILD DO IT?

1. Own room 2. Living room 3. Kitchen/dining room 4. At school

5. At caregiver's 6. Other_____ 7. DK 8. NA

21. IS THERE ANYBODY WHO HELPS HIM/HER? 1. Yes 2. No 3. DK 8. NA

22. [If yes] WHO?

1. Mother 2. Sibling 3. Father 4. Other adult 5. Friend 6. Other_____

_____ 8. NA

23. ARE THERE ANY TYPES OF EDUCATIONAL ACTIVITIES THE CHILD ENGAGES IN OUTSIDE OF SCHOOL?

1. Yes 2. No 3. DK

24. [If yes] WHAT ARE THEY?

	Activity	With whom	Frequency
1.			
2.			
3.			
4.			

[For each activity listed, ask:]

WITH WHOM?

HOW OFTEN? (frequency)

[Rate as: 1. Daily 2. Few times week 3. Few times month 4. Rarely

25. IS THERE ANYTHING ABOUT YOUR JOB (OR JOBS) WHICH WOULD AFFECT YOUR ABILITY TO TAKE CARE OF PROBLEMS OR TO PARTICIPATE IN ACTIVITIES YOU WOULD LIKE TO ATTEND IN YOUR CHILD'S SCHOOL?

1. Yes 2. No 3. Not sure

26. [If yes] WHAT?_____

_____

_____

_____

H. HOME MANAGEMENT/TASK ALLOCATION

WE ARE INTERESTED IN LEARNING HOW SINGLE PARENT FAMILIES MANAGE TO TAKE CARE OF THE HOUSEHOLD AND KEEP EVERYTHING RUNNING.

1. WHO KEEPS THE HOUSEHOLD CLEAN AND RUNNING? [Probe: Anyone else?]

1. _____ R's ___yrs. 2. _____ R's ___yrs. 3. _____ R's ___yrs. 4. _____ R's ___yrs.

5. _____ R's ___yrs. 6. _____ R's ___yrs. 7. _____ R's ___yrs. 8. _____ R's ___yrs

2. WHAT ARE THE SPECIFIC RESPONSIBILITIES OF EACH PERSON?

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

3. [Level of responsibility for home management of each person.]

1._____ 2._____ 3._____ 4._____

5._____ 6._____ 7._____ 8._____

[Levels: Total, Major, Minor, None]

4. HOW ARE DECISIONS MADE REGARDING SHARING OF HOUSEHOLD RESPONSIBILITIES?

   1. Mother assigns chores; children have no choice
   2. Mother assigns chores based on child(ren)'s preferences
   3. Mother and children have equal participation in decisions; discussions involved.
   4. Mother allows children to choose chores with some guidance
   5. Other _____

5. HOW REGULAR OR SET IS THE ROUTINE FOR CARING FOR THE HOUSE?

   1. Very regular; set chores and times; no flexibility
   2. Regular with flexibility for mother/child(ren)
   3. Irregular; interchange of responsibilities; irregular times
   4. Completely random
   5. Other: _____

6. WHO IS RESPONSIBLE FOR DETERMINING WHETHER TASKS HAVE BEEN COMPLETED OR DONE CORRECTLY?

   _____[Shared? 1. Yes 2. No]

7. ARE REGULAR TASKS REWARDED? 1.Yes 2. No 8. NA

   If so] HOW?_____

8. ARE SPECIAL TASKS REWARDED? 1.Yes 2. No 8. NA

   [Of so] HOW?_____

9. WHAT HAPPENS WHEN SOMEONE DOES NOT PERFORM HIS/HER TASK(S)?

   _____

   _____

10. HOW SATISFIED ARE YOU [mother] WITH SYSTEM? 1. High 2. Moderate 3. Low

    4. Not at all. EXPLAIN:_____

    _____

11. HOW SATISFIED ARE CHILD(REN) WITH SYSTEM? 1. High 2. Moderate 3. Low

    4. Not at all 5. DK EXPLAIN:_____

    _____

12. ARE CHANGES NEEDED? 1. Yes 2. No

13. [If yes] WHAT CHANGES?_____

_____

Date: _____

ID: _____

SECOND INTERVIEW

I. FAMILY/WORK INTERRELATEDNESS

IN THE FIRST INTERVIEW YOU TALKED ABOUT YOUR WORK AND FAMILY HISTORY A BIT. I'D LIKE TO REFER BACK TO THAT DISCUSSION NOW AND LET YOU THINK ABOUT HOW YOUR JOBS HAVE INFLUENCED YOUR HOME LIFE, AND VICE VERSA, BOTH IN THE PAST AND TODAY. [Interviewer: familiarize yourself with this part of the first interview and follow the general questions below with probes based on specific jobs/events mentioned previously.]

1. BEGINNING WITH YOUR MARRIAGE, WHICH OF THESE LIFE EVENTS HAD AN IMPACT ON YOUR JOB OR WORK CAREER AND IN WHAT WAY?

2. WHICH OF YOUR JOBS WOULD YOU SAY HAVE HAD A SIGNIFICANT IMPACT ON YOUR FAMILY LIFE AND IN WHAT WAYS? HOW? WHY?

3. CAN YOU SUM UP OR BRIEFLY DESCRIBE WHAT YOU'VE DONE ABOUT CHILD CARE?

4. HOW DO GOOD DAYS AT WORK AFFECT YOU AT HOME THESE DAYS? HOW OFTEN IS THIS? HOW? WHY?

5. HOW DO BAD DAYS AT WORK AFFECT YOU AT HOME NOWADAYS? HOW OFTEN IS THIS? HOW? WHY?

6. HOW DO HOUSEHOLD MEMBERS RESPOND TO YOU ON THESE DAYS?

7. HOW DO GOOD AND BAD DAYS AT HOME AFFECT YOU AT WORK? WHAT KINDS OF THINGS MOST OFTEN BOTHER YOU? MAKE YOU FEEL GOOD?

8. HOW DOES _____'S [other significant adult living in household] BAD DAYS AND GOOD DAYS AFFECT HIM/HER AT HOME?

9. DO YOU THINK, OVERALL, THAT YOUR CURRENT JOB CONTRIBUTES TO OR TAKES AWAY FROM YOUR FAMILY LIFE? IN WHAT WAYS?

10. IF YOUR SALARY WERE SOMEHOW TO BE PROVIDED WITHOUT YOUR HAVING TO WORK, WHAT WOULD YOU DO? WOULD YOU CONTINUE TO WORK? WHY OR WHY NOT?

J. FAMILY IMAGES AND ADJUSTMENT TO DIVORCE

NOW, I'D LIKE YOU TO THINK ABOUT YOUR FAMILY HISTORY IN ANOTHER WAY AND TO TALK SOME ABOUT YOUR MARRIAGE AND DIVORCE. WE KNOW THIS MIGHT BRING UP PAINFUL THOUGHTS OR SENSITIVE FEELINGS FOR YOU, BUT IT IS IMPORTANT FOR US TO HEAR SOME OF YOUR VIEWS ABOUT THIS SO THAT WE CAN BETTER UNDERSTAND YOUR AND THE CHILDREN'S SITUATION TODAY.

1. LET'S BEGIN BY TALKING BRIEFLY ABOUT YOUR RELATIONSHIP WITH YOUR EX-HUSBAND BEFORE YOU MARRIED? HOW DID YOU MEET? [backgrounds, ethnicity of husband, how long was courtship/engagement]

2. THINKING BACK TO WHEN YOU GOT MARRIED, DID YOU HAVE A CLEAR IDEA OF HOW YOU WANTED THE FAMILY TO BE, OR HOPED IT WOULD BE? WHY OR WHY NOT? WHAT WAS YOUR IMAGE?

3. DO YOU THINK YOU AND YOUR EX-HUSBAND SHARED THIS IDEA OF WHAT YOU WANTED YOUR FAMILY TO BE LIKE? WHAT WERE THE SIMILARITIES OR DIFFERENCES? DID YOU TRY TO INFLUENCE/CHANGE EACH OTHER'S VIEWS? WHAT WAS THE RESULT?

4. DID YOU AND YOUR HUSBAND HAVE ANY DIFFERENCES IN APPROACH OR STYLE IN RAISING THE CHILDREN WHILE YOU WERE MARRIED? WHAT WERE THEY?

5. CAN YOU DESCRIBE YOUR MARRIAGE IN TERMS OF WHEN MAJOR CONFLICTS BEGAN TO OCCUR, WHAT THEY WERE ABOUT, AND HOW FREQUENTLY THEY OCCURRED?

6. FROM YOUR PERSPECTIVE NOW, WHAT WOULD YOU SAY WERE THE MAIN FACTORS CONTRIBUTING TO THE DIVORCE?

7. WHAT KINDS OF THINGS HELPED YOU THE MOST IN ADJUSTING TO YOUR DIVORCE? [people, activities, beliefs, etc.]

8. WHAT ARE THE MAJOR CHANGES THAT HAVE OCCURRED IN YOUR LIFE SINCE THE DIVORCE? HOW DO YOU FEEL ABOUT THOSE CHANGES?

9. WHAT ARE THE MAJOR CHANGES THAT HAVE OCCURRED IN THE CHILDREN'S LIVES SINCE THE DIVORCE? HOW DO YOU THINK THE CHILDREN FEEL ABOUT THOSE CHANGES?

K. EX-HUSBAND'S CURRENT RELATIONSHIP WITH FAMILY MEMBERS

1. HOW MUCH DO YOU KNOW ABOUT YOUR EX-HUSBAND'S PRESENT LIFE? WHERE HE LIVES, WHERE HE WORKS, HIS MARITAL STATUS?

2. IN GENERAL, HOW WOULD YOU CHARACTERIZE YOUR PRESENT RELATIONSHIP WITH YOUR EX-HUSBAND? HOW OFTEN DO YOU SEE OR TALK WITH HIM? WHAT ABOUT?

3. HOW MUCH DO YOUR CHILDREN KNOW ABOUT THEIR FATHER'S PRESENT LIFE? IF THIS IS DIFFERENT FOR DIFFERENT CHILDREN, WHY IS THIS?

4. IN GENERAL, HOW WOULD YOU CHARACTERIZE YOUR CHILDREN'S PRESENT RELATIONSHIP WITH HIM? HOW OFTEN DO THEY SEE OR TALK TO HIM? WHAT DO THEY DO WITH HIM OR TALK TO HIM ABOUT?

5. [If appropriate] DO YOU AND YOUR EX-HUSBAND CURRENTLY HAVE DIFFERENCES IN THE WAY YOU APPROACH RAISING THE CHILDREN? WHAT ARE THEY? [If yes] HOW ARE YOU ATTEMPTING TO HANDLE THESE DIFFERENCES OR CONFLICTS WHEN THEY OCCUR?

6. WOULD YOUR EX-HUSBAND BE AVAILABLE TO PROVIDE CHILD CARE WHEN NEEDED? HELP OUT IN EMERGENCIES WITH FINANCIAL OR EMOTIONAL SUPPORT?

7. IS HE INVOLVED IN ANY WAY IN THE EDUCATION OF YOUR CHILDREN? TALK TO TEACHERS? ATTEND SCHOOL FUNCTIONS? DISCUSS PLANS FOR THEIR FUTURE WITH THE CHILDREN, YOU, ETC.?

8. DO YOU CONSIDER YOUR EX-HUSBAND TO BE A MEMBER OF THE FAMILY? ARE YOU AND THE CHILDREN IN CONTACT WITH YOUR IN-LAWS? ARE YOUR FAMILY MEMBERS IN CONTACT WITH YOUR EX-HUSBAND?

L. SOCIAL NETWORK

NOW WE WOULD LIKE TO MOVE INTO YOUR PRESENT LIFE MORE, TO TALK ABOUT THE PEOPLE WHO MATTER MOST TO YOU AND YOUR CHILDREN.

1. WHAT WE'D LIKE YOU TO DO IS GIVE US THE FIRST NAMES OF THE PEOPLE (FAMILY AND/OR FRIENDS) WHO YOU CONSIDER TO BE MUST IMPORTANT IN YOUR LIVES TODAY, THEN WE'LL ASK YOU TO DESCRIBE THEM A BIT FOR US, TELL US SOMETHING ABOUT WHY THEY ARE IMPORTANT, AND WHAT YOUR RELATIONSHIP IS LIKE.

Name	M/F	MS	Relationship to respondent	Ethn.	Frequency Self	Frequency Children	How close Self	How close Children
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								

ARE THERE ANY PEOPLE WHO ARE OF GREATER IMPORTANCE TO YOUR CHILDREN'S LIVES THAN YOUR OWN?

1.								
2.								

[For each person mentioned, ask the remaining questions separately.]

2. HOW OFTEN DO YOU SEE OR TALK TO _____?
[Rate above: 1. Daily 2. Few times week 3. Few times month 4. Rarely]

3. HOW OFTEN DO YOUR CHILDREN SEE OR TALK TO _____?
[Rate above: 1. Daily 2. Few times week 3. Few times month 4. Rarely]

4. WHAT KINDS OF THINGS DO YOU DO TOGETHER AND TALK ABOUT?

5. HOW CLOSE DO YOU FEEL TO _____?
[Rate above: 1. Very close 2. Somewhat close 3. Not at all close]

6. HOW CLOSE DO YOUR CHILDREN FEEL TO _____?
[Rate above: 1. Very close 2. Somewhat close 3. Not at all close]

7. WHERE DOES _____ LIVE? HOW FAR FROM YOUR HOME IS THAT?

8. DO ANY OF THE PERSONS YOU HAVE MENTIONED KNOW EACH OTHER? [If so] HOW WELL?

9. DO YOU DO THINGS AS A GROUP? WOULD ANY OF THESE PEOPLE GET TOGETHER WITHOUT YOU?

10. DO YOU AND _____ [other person closely involved in the care and rearing of children] HAVE ANY DIFFERENCES IN APPROACH OR STYLE IN RAISING THE CHILDREN? [If so] WHAT ARE THEY?

11. HOW DO YOU AND THIS PERSON WORK OUT OR HANDLE THESE DIFFERENCES?

12. ARE ANY OF THE PEOPLE YOU MENTIONED INVOLVED IN YOUR CHILDREN'S EDUCATION IN ANY WAY? [If so] IN WHAT WAY? HOW OFTEN?

13. ARE THERE OTHER PEOPLE IN YOUR LIFE WHO YOU MIGHT NOT HAVE LISTED AS CLOSE BUT WHO HELP YOU OUT IN ANY WAY? [If so] IN WHAT WAYS? HOW OFTEN?

M. FAMILY ACTIVITIES

1. WHAT DO YOU AND THE CHILDREN DO FOR FUN OR RELAXATION IN YOUR SPARE TIME SEPARATELY OR INDEPENDENTLY OF EACH OTHER? [Hobbies, interests, recreation]

2. WHAT ACTIVITIES DO YOU AND THE CHILDREN PARTICIPATE IN TOGETHER? ARE OTHERS FREQUENTLY INVOLVED IN THESE ACTIVITIES? [If so] WHO?

3. HOW OFTEN DO YOU AND THE CHILDREN PARTICIPATE IN THESE ACTIVITIES?

4. DO FAMILY MEMBERS SUPPORT OR RESIST EACH OTHER'S SEPARATE ACTIVITIES? WHY?

5. WHAT SEEMS TO HAVE THE GREATEST EFFECT ON HOW OFTEN YOU GET TO PARTICIPATE IN SUCH ACTIVITIES, TOGETHER OR SEPARATELY? [Probe here for job, school, Little League, etc. policies]

N. FAMILY COMMUNICATION

1. HOW MUCH DO YOU, YOUR CHILDREN AND ANY OTHERS CLOSE TO YOU IN THE HOUSEHOLD TALK AND KNOW ABOUT EACH OTHER'S ACTIVITIES?

2. IS THERE A SPECIAL TIME OR PLACE WHEN TALKING IS EASIER?

3. WHAT KINDS OF THINGS ABOUT YOUR WORK DO YOU DISCUSS WITH YOUR CHILDREN?

4. WHAT KINDS OF THINGS DO YOUR CHILDREN TELL YOU ABOUT THEIR ACTIVITIES AT SCHOOL OR ELSEWHERE?

5. HOW DO YOU FEEL ABOUT THE WAY YOU AND YOUR CHILDREN COMMUNICATE WITH EACH OTHER?

6. HAS COMMUNICATION BETWEEN YOU AND THE CHILDREN CHANGED SINCE THE DIVORCE/ SEPARATION?

O. PARENTAL SELF-ASSESSMENT

1. WHAT DO YOU THINK YOU DO PARTICULARLY WELL AS A PARENT?
2. WHAT ASPECTS OF BEING A PARENT WOULD YOU LIKE TO IMPROVE?
3. HAS YOUR SELF-IMAGE AS A PARENT CHANGED AS A RESULT OF YOUR BEING A SINGLE PARENT NOW?
4. HAVE YOU CHANGED YOUR TECHNIQUES WITH THEM SINCE THE DIVORCE? [If so] WHY?

P. ASPIRATIONS AND PLANS FOR THE CHILDREN

1. WHAT LESSONS ABOUT LIFE OR WORK-RELATED EXPERIENCES DO YOU WANT TO PASS ON TO YOUR CHILDREN?
2. WOULD YOU LIKE YOUR CHILDREN TO HAVE A JOB LIKE YOURS SOMEDAY? WHY?
3. WHAT WOULD YOU LIKE FOR YOUR CHILDREN WHEN THEY GROW UP?
4. HAS THIS CHANGED SINCE YOUR DIVORCE/SEPARATION?
5. WHAT ARE YOU OR THEY DOING NOW TO PREPARE THEM FOR THAT FUTURE?

REVISED CODING CATEGORIES FOR SECOND INTERVIEW

MARR	FACTS AND STATEMENTS PERTAINING TO MARRIAGE
DIV	REASONS GIVEN FOR THE DIVORCE/SEPARATION
PASTFAM	DESCRIPTIONS OF PAST NUCLEAR FAMILY RELATIONS
FAREL	DESCRIPTIONS OF CURRENT RELATIONSHIPS OF CHILDREN WITH FATHER
EXREL	DESCRIPTIONS OF THE RELATIONSHIPS OF MOTHER WITH EX-HUSBAND
INVOKID	COMMENTS ABOUT PEOPLE (ADULTS) CURRENTLY OR RECENTLY INVOLVED WITH THE CHILDREN (WHO, WHAT, HOW , WHY, AND MOTHER'S FEELINGS ABOUT THIS , and CHILDREN'S FEELINGS AS WELL)
HOMED	COMMENTS INDICATING THE TYPE AND FREQUENCY OF "EDUCATIONAL" ACTIVITIES, ATTITUDES AND APPROACHES (INCLUDING KNOWLEDGE AND SKILLS FOR LIFE AND OCCUPATION OR CAREER)
MOPAR	MOTHER'S JUDGEMENTS ABOUT HER CURRENT RELATIONSHIPS WITH HER CHILDREN, INCLUDING ACTIVITIES, COMMUNICATION AND SELF-ASSESSMENT AS PARENT
SOCNET	COMMENTS ABOUT SOCIAL NETWORK, INCLUDING CRITERIA USED TO INCLUDE INDIVIDUALS IN HER SOCIAL NETWORK
WORK	ATTITUDES TOWARDS JOB OR WORKING, INCLUDING EFFECTS OF WORK ON FAMILY AND VICE-VERSA
POSTDIV	MOTHER'S PERCEPTIONS OF CHANGES IN HER LIFE/WORK SINCE DIVORCE, INCLUDING ATTITUDES, COMMUNICATION OR ACTIVITIES WITH CHILDREN, CHANGES IN SOCIAL NETWORK, ETC.

APPENDIX B

DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES
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WORKING PARENTS PROJECT
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Norman, Oklahoma 73070

Ms. Kathleen McNamar
Day Care Director
Neighborhood Centers, Inc.
5005 Fannin
P. O. Box 88067
Houston, Texas 77288
(Currently the Child Care
Coordinator for the Houston
Committee for Private Sector
Initiatives
P. O. Box 2511
Houston, Texas 77001

Ms. Rose Lancaster
Executive Director
Extend-a-Care
4006 Speedway
Austin, Texas 78751

Mr. Dick Stanford
Executive Director
Workers' Assistance Program of
Texas
314 West 11th St., Suite 308
Austin, Texas 78701

Dr. Michael Lauderdale
Professor
School of Social Work
The University of Texas at Austin
Austin, Texas 78712

Dr. Teresa Gilius
Ms. Mary Young
Austin Families, Inc.
300 East Huntland
Austin, Texas 78752

Mr. Michael Diehl
Judith Rogerson
Texas Fathers for Equal Rights
304 Moore Blvd.
Austin, Texas 78705

Ms. Gay Erwin
Executive Director
Governor's Commission for Women
P. O. Box 12428
Austin, Texas 78711

APPENDIX D-1

A MINI-CONFERENCE

Sponsored by the WORKING PARENTS PROJECT (WPP)
DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES (DFSCS)
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
Austin, Texas

THEME: "INCREASING SUPPORTS FOR TWO-PARENT AND SINGLE-PARENT WORKING FAMILIES"

CONFERENCE GOAL:

To bring together a cross-section of individuals representing a variety of agencies and programs who have a stake in the success of dual-earner and single parent families in the SEDL six-state region.

OBJECTIVES:

1. To share research information about the prevalent identified needs and concerns among these working parent families, including SEDL's and other research findings within the six-state region.

2. To share information about exemplary programs which have used the efforts and resources of different institutions and agencies to maximize their effectiveness for the benefit of children and families.

3. To discuss potential roles that the Working Parents Project and the Southwest Educational Development Laboratory can play in assisting families through collaboration with other agencies, organizations and institutions in the six-state SEDL region.

4. To begin building a regional network of institutional contacts among the various agencies, organizations, and programs that can assist various community efforts in addressing locally identified priorities and needs of working parent families. These might include but are not restricted to, public and private educational institutions, child care providers, social service agencies, voluntary organizations, labor and management, and the research community.

DATE: September 28-29, 1983

PLACE: Southwest Educational Development Laboratory
211 East 7th Street, 2nd Floor
Austin, Texas 78701
(512) 476-6869, ext. 243, 210, 214

INCREASING SUPPORT FOR
TWO-PARENT AND SINGLE-PARENT WORKING FAMILIES

A REGIONAL MINI-CONFERENCE
SPONSORED BY:

WORKING PARENTS PROJECT (WPP)
DIVISION OF FAMILY, SCHOOL AND STUDIES (DFSCS)
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
AUSTIN, TEXAS

Second Floor Conference Room
211 East Seventh Street
(512) 476-6861, Ext. 210, 214, 243

September 28 and 29, 1983

AGENDA

Wednesday, September 28, 1983

8:30 - 9:00 Registration and Refreshments (Juice, Coffee and Doughnuts)

9:00 - 9:15 Welcome - Ms. Nancy Naron, Research Associate, WPP
- Dr. Preston C. Kronkosky, Executive Director, SEDL

9:15 - 9:20 Introduction of Participants

9:20 - 9:25 Conference Details and Particulars
- Sylvia Lewis, Administrative Secretary, DFSCS

9:25 - 9:30 Review of Wednesday's Agenda and Conference Goals

Session I: RESEARCH REPORTS

9:30 - 10:20 Work and Family Life in Anglo, Black and Mexican American Dual-Earner and Single-Parent Families, Working Parents Project
- Dr. Renato Espinoza and Ms. Nancy Naron

10:20 - 10:30 Questions and Comments

10:30 - 10:45 Break

10:45 - 11:05 Attitudes and Preferences of Workers for Selected Benefits and Policies, Families and Work Policies and Benefits Study
- Dr. Beulah M. Hirschlein, Stillwater, Oklahoma

11:05 - 11:25 Attitudes and Preferences of Employers:
Five Regional Forums in Texas
- Dr. Michael Lauderdale, Austin, Texas

Regional Forums in Mississippi
- Mr. Bud Hughes, Jackson, Mississippi

11:25 - 12:00 Discussion: Clarifying Employer-Employee Differences Regarding Workplace Policies and Programs

12:00 - 1:15 Lunch Break (on your own)

Wednesday, September 28, 1983 - Afternoon

Session II: GETTING EMPLOYERS INVOLVED IN INCREASING SUPPORT FOR WORKING PARENTS

1:15 - 1:20 Introduction to Presentation and Discussion Format

1:20 - 1:50 Presenters: Mr. Dick Stanford, Austin, Texas
Dr. Teresa Gilius, Austin, Texas
Ms. Harriet Ottenl, Albuquerque, New Mexico

1:50 - 2:00 Reactors: Ms. Glenda Bean, Little Rock, Arkansas
Ms. Rosalie Anderson, Austin, Texas

2:00 - 2:30 Small Group Discussions

2:30 - 2:50 Summation of Small Group Discussions (total group reconvenes)

2:50- 3:00 Break

Session III: GETTING SCHOOLS INVOLVED IN INCREASING SUPPORT FOR WORKING PARENTS

3:00 - 3:30 Presenters: Ms. Vita Saavedra, Albuquerque, New Mexico
Ms. Nancy Torczon, New Orleans, Louisiana
Ms. Rose Lancaster, Austin, Texas

3:30 - 3:40 Reactors: Ms. Betty Pagan, Little Rock, Arkansas
Dr. Ralph Brewer, Jackson, Mississippi

3:40 - 4:20 Small Group Discussions

4:20 - 4:30 Summation of Small Group Discussions (total group reconvenes)

7:00 - 9:00 **EVENING SOCIAL IN THE HOME OF THE ESPINOZAS**
(Food, beverages and conference discussion)
(Transportation provided - pickup from hotel lobby at 6:30 p.m.)

Thursday, September 29, 1983

8:45 - 9:00 Refreshments (Juice, Coffee and Doughnuts)

Session IV: GETTING COMMUNITIES INVOLVED IN INCREASING SUPPORT FOR WORKING PARENTS

9:00 - 9:30 Presenters: Ms. Ann Lowrance, Norman, Oklahoma
Ms. Kathleen McNamar, Houston, Texas
Dr. Joe Carlisle, Shreveport, Louisiana

9:30 - 9:40 Reactors: Ms. Mary Young, Austin, Texas
Mr. Michael Diehl, Austin, Texas

9:40 - 10:10 Small Group Discussions

10:10 - 10:20 Summation of Small Group Discussions (total group reconvenes)

10:20 - 10:35 Break

Thursday, September 29, 1983

Session V: STATE AND REGIONAL SUPPORT FOR WORKING PARENTS

10:35 - 11:05	Presenters:	Ms. Glenda Bean, Little Rock, Arkansas Mr. Michael Diehl, Austin, Texas Dr. Ralph Brewer, Jackson, Mississippi
11:05 - 11:15	Reactors:	Ms. Gay Erwin, Austin, Texas Mr. Bud Hughes, Jackson Mississippi
11:15 - 11:45	Small Group Discussions	
11:45 - 12:00	Summation of Small Group Discussions (total group reconvenes)	
12:00 - 1:15	Lunch Break (on your own)	
1:15 - 1:20	Overview of Afternoon Activities	
1:20 - 2:00	Future Needs, Strategies and Resources for Meeting Needs of Families with Working Parents: Small Group Discussions	
2:00 - 2:20	Summation of Small Group Discussions (total group reconvenes)	
2:20 - 2:40	The Working Parents Project's Future Role in Increasing Support for Working Parents: Suggestions and Discussion	
2:40 - 3:00	Networking Among Conferees	
3:00 - 3:15	Evaluation of the Conference	
3:15	Adjourn	

APPENDIX D-2

CONFERENCE REACTION FORM

DEAR CONFERENCE PARTICIPANT: USING THE FOLLOWING FIVE-POINT SCALE,

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

PLEASE RATE EACH ONE OF THE FIVE SESSIONS IN TERMS OF THEIR USEFULNESS TO YOU AS:

A. A STAKEHOLDER IN THE AREA OF WORK AND THE FAMILY AND
B. IN YOUR PROFESSIONAL ROLE IN YOUR OWN PROGRAM/AGENCY/ORGANIZATION

SESSION:	A. AS STAKEHOLDER	B. AS PROFESSIONAL
1. RESEARCH REPORTS	1 2 3 4 5	1 2 3 4 5
2. GETTING EMPLO/ERS INVOLVED	1 2 3 4 5	1 2 3 4 5
3. GETTING SCHOOLS INVOLVED	1 2 3 4 5	1 2 3 4 5
4. GETTING COMMUNITIES INVOLVED	1 2 3 4 5	1 2 3 4 5
5. GETTING STATE/REGIONAL SUPPORT	1 2 3 4 5	1 2 3 4 5

COMMENTS:

_____

_____

_____

_____

USING THE FOLLOWING FIVE-POINT SCALE:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

PLEASE RATE THE USEFULNESS OF THE FOLLOWING CONFERENCE ACTIVITIES:

1. PRESENTATIONS	1	2	3	4	5
2. REACTIONS	1	2	3	4	5
3. DISCUSSION GROUP SESSIONS	1	2	3	4	5
4. NETWORKING ACTIVITIES	1	2	3	4	5
5. INFORMAL CONTACTS WITH CO-PARTICIPANTS	1	2	3	4	5

OVERALL, I THINK GETTING TOGETHER PEOPLE INVOLVED IN RESEARCH, DIRECT SERVICES, AND PLANNING/ADVOCACY/DECISION-MAKING WAS: (circle one)

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

COMMENTS:

IN YOUR OPINION, A CONFERENCE WITH A SIMILAR FORMAT AT A STATE LEVEL IN YOUR HOME STATE WOULD BE:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

COMMENTS:

IN YOUR OPINION, HOW USEFUL MIGHT THE FOLLOWING CHANGES IN FORMAT HAVE BEEN WITH RESPECT TO IMPROVING THE CONFERENCE?

1.	INCREASED TIME FOR EACH PRESENTATION	1	2	3	4	5
2.	INCREASED TIME FOR REACTORS	1	2	3	4	5
3.	INCREASED TIME FOR SMALL GROUP DISCUSSIONS	1	2	3	4	5
4.	INCREASED TIME FOR NETWORKING ACTIVITIES	1	2	3	4	5
5.	INCREASED TIME FOR INFORMAL CONTACTS	1	2	3	4	5
6.	REDUCE TIME FOR SOME ITEMS LIKE 1-2-3-4-5 ABOVE	1	2	3	4	5
7.	ELIMINATE ANY OF THE ACTIVITIES 1-2-3-4-5 ABOVE	1	2	3	4	5

ADDITIONAL COMMENTS AND REACTIONS:

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

THE WORKING PARENTS PROJECT STAFF

APPENDIX D-3

NETWORKING FORMS

NETWORKING ACTIVITIES

We would like to ask for your assistance in developing a greater network of contacts among "stakeholders" who deal with work and family issues and concerns. Since this is an area where different kinds of agencies and professions participate in one form or another, it is difficult to maintain the necessary current contacts with others in our six-state region who are involved with these issues/concerns. You have been selected to participate because of your program's or agency's relevance to the Conference's focus. We are certain that you know of some other programs or agencies similar to yours, through professional contacts or geographical proximity. In order to extend our current network, which includes you, please fill-out the attached form. The results will be compiled by us and shared with all conference participants later.

I. Please list name (and address if available) of all programs, agencies, and organizations that you know are or should be interested in supporting working parents. Start with your local community and then move to state and national organizations, if any. (Examples include specific programs, professional or trade organizations, service organizations, etc.)

NAME	ADDRESS (AT LEAST CITY AND STATE)	PHONE #
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

II. Please list the names of periodical publications (journals, newsletters, etc.) which are published in your community or state by organizations or agencies having a stake in supporting working parents. Publishers could be the local or state chapter of a national organization. If possible, indicate the frequency with which that publication appears and any additional relevant information.

	NAME	PUBLISHER	CITY & STATE	TARGET AUDIENCE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

III. Please list any other special resources not covered in the previous sections with which you are familiar. These could be materials, references, or persons with special skills or knowledge which you think is relevant to these issues. Many states have published materials, manuals, training guides, etc., for different programs and professionals which may be relevant to this area. Please do not hesitate to include as much information as possible.

	RESOURCE NAME	ADDRESS/LOCATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		